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ABSTRACT

A pamphlet developed for high school students describes the student body of the University of California at Los Angeles (UCLA) and provides an idea of what it's like to attend the university. Information about the student composition was derived from a survey of 2,600 UCLA freshmen during the fall of 1975. In the annual freshmen survey, students answer questions about their own background, their interests and expectations, their educational and career goals, and other attitudes, opinions, and facts. Information about what it's like to attend UCLA was obtained from a 1976 questionnaire mailed to a random sample of 400 upperclassmen. Questionnaire statements concern the students' major field, friends and activities, student-faculty relationships, and the university as a whole. Respondents were asked to indicate whether they thought statements were generally true, characteristic, or typical about UCLA. The report discusses the rationale for the development of the pamphlet, information about the structure and content of the questionnaire and analysis of the questionnaire and analysis of the questionnaire data, the development of the first draft of the proposed pamphlet, and the distribution and response to the pamphlet. A sample pamphlet and materials used in the development of the questionnaire and pamphlet are appended. (SW)

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BETTER INFORMATION FOR STUDENT CHOICE

UCLA: Who Goes? What's It Like?

Final Report to The Fund for the Improvement of Postsecondary Education

prepared by C. Robert Pace, UCLA

December 1976

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Kathryn Forness was the participant observer who attended freshmen orientation sessions, interviewed students, parents, and counselors and identified the major themes that were evident in these programs.

Gloria Kapp analyzed the 1974 freshmen survey questionnaire data.

Marjorie Wisdom analyzed and compared the concerns of high school students and the judgments of UCLA upperclassmen regarding the appropriateness of the orientation themes.

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C.R.P.

Introduction

For nearly a dozen years several hundred colleges and universities have administered a questionnaire to their entering freshmen. This program, the Cooperative Institutional Research Program, was initiated by and is sponsored by the American Council on Education. It is currently operated administratively through the Laboratory for Research on Higher Education at UCLA and is directed by Alexander Astin. For the past several years 600 or more colleges and universities have participated in this activity of collecting information about the background, the characteristics, the aspirations, the interests, the attitudes, and so forth of their entering students. The national enterprise provides a nationwide picture of changing trends in who goes to college. Each participating institution receives a computer print-out of the responses of its own entering class. Surprisingly, perhaps, almost none of the participating institutions in this national enterprise have ever used the information they receive for the purpose of describing the characteristics of their entering students for the benefit of prospective students. A lot of information has accumulated over the past decade and more which indicates that the characteristics of the student body are a major factor in the differences between one institution and another and that these characteristics have an influence on the development of individuals and the characteristics of the environment. Stated quite simply, people are influenced by the company they keep. It is in this sense that knowledge of the characteristics of people who attend a particular college or university is pertinent and important

for prospective students, their parents, and their high school counselors to know about.

Also, for more than a decade, many hundreds of colleges and universities have administered to some sample of their student body a questionnaire called College and University Environment Scales. The purpose of this questionnaire is to determine the perceptions of students about the characteristics of the environment. Student responses to statements in the questionnaire are scored like an opinion poll, indicating the percentage of students who agree that certain things are characteristic of the environment or the atmosphere of the institution. The instrument has been used by about three-fourths or more of all the liberal arts colleges in the country and by a third or fourth of the larger institutions.

Again, what is perhaps surprising and remarkable is that with very rare exceptions none of the institutions which have collected this kind of information about their own environment have reported the results in any publication intended to inform prospective students about what it's like at the institution. One exception, some years ago, was Antioch college which reported in its bulletin the opinions of its own students about what the Antioch college environment was like. There was an abortive attempt by the College Entrance Examination Board and the Educational Testing Service to persuade Indiana colleges to report this kind of environmental data along with their freshman test profiles in what was to be a special manual of Indiana college profiles comparable to but more complete than the College Board's Handbook. Most of the Indiana colleges in fact did administer the College and University

Environment Scales. The results were analyzed and summarized by Educational Testing Service and the gist of the results were written in paragraph form for inclusion in the proposed manual of Indiana colleges. However, when Educational Testing Service submitted their summaries to the colleges for approval many of the colleges objected--they wanted to revise the statements, to edit, to modify, to eliminate, so as, presumably, to project a somewhat better image. Educational Testing Service refused to do this, saying that their responsibility was to report the results as given to them by the students at those institutions and it was not possible to alter them. The consequence was that about half of the Indiana colleges refused to have their own environmental profiles reported. Also, some years ago, in connection with the activities of the College Board's Commission on Tests, it was recommended that institutions provide, for the benefit of prospective students, information about the atmosphere or characteristics of their college environment; but again, no national activity was generated as a result of that recommendation, despite the fact that a great deal of accumulated research had indicated that the institutional context within which students and programs are embedded creates a climate or ethos which in itself has a shaping influence on student development.

FIPSE's national program provided the incentive and the support for attempting a renewed effort with respect to persuading institutions to describe the characteristics of their students more fully and to report the characteristics of their environment--all for the benefit of prospective students.

Over the past decade the shape of colleges and universities

has changed in many ways. There are more larger universities and state colleges and there has been a vast growth of community colleges with a high proportion of part-time students. The most widely used instrument for characterizing college environments, the College and University Environment Scales, is not well adapted to describing the complexity of large institutions which almost by definition have multiple environments rather than a single monolithic environment. While several attempts have previously been made to develop a more diagnostic instrument, the Educational Testing Service which published the College and University Environment Scales was never successfully persuaded to make available, even on an experimental basis, a more diagnostic measuring device. Yet clearly a more diagnostic device is essential if one is to describe adequately the complex and differentiated environments in which most students in higher education today enroll. Only a small proportion of today's college students enroll in relatively homogeneous liberal arts college environments. Thus, the need for a more diagnostic environmental measure has not only been apparent for some time but is increasingly urgent if adequate information about what it's like to enroll at UCLA or any other large institution is to be meaningful to prospective students.

The UCLA project then was an effort to capitalize on data already in existence from the American Council's Cooperative Institutional Research Program about the characteristics of the entering freshmen, and by doing so to demonstrate for the encouragement of other institutions that this is something they too could do with information which is already in their possession. The other and more complex part of the

UCLA project was to construct and use a diagnostic measure of the environment--a measure which would specifically deal with the extent to which the environment experienced by a student at the university might be different depending on what part of the university he or she may be enrolled in, and depending on the nature of the student's experience and contact with aspects of the university environment.

Accumulating Background Information About Student Needs, Experiences, and the Environment

If one is to devise an instrument for characterizing the environment, or in simpler language to convey to prospective students what it's like to be a student at this institution, one needs to find out not only what current students say about the place but also what prospective students still in high school would like to know about it. The UCLA project, therefore, began with a variety of efforts to build this background information which subsequently would contribute to the construction of an instrument that was appropriate and realistic for UCLA.

During the summer months UCLA operates a series of orientation programs for entering freshmen. Some of these are one day programs, some are two day programs. In many cases the students' parents also attend these orientation sessions. One way to find out something about the UCLA environment was to see what incoming students were told about it during these orientation programs. We began then by having a participant observer attend four of these orientation sessions, both one day sessions and two day sessions. The participant observer took extensive notes about what was being told to the entering students. She was not to concern herself with the specific factual information that was conveyed, such as exactly how to register, or where the health service is, or how to take a book out of the library; rather her participant observation was to be focused on the kind of advice that was conveyed to the entering students about the nature of UCLA--i.e. what did

they say about the academic atmosphere, what did they say about student-faculty relationships, what did they say about the importance of planning one's time and taking the initiative to make sure that one did things and took advantage of opportunities that were available. During the process of observing these orientation sessions she interviewed about 25 parents and many more students and also talked extensively with the counselors who were managing the orientation programs. Based on all of her notes we then attempted to draw up a relatively simple list of the major themes which seemed to underlie the kind of advice that was given to new students. These orientation themes are shown in Exhibit 1. Having developed this summary statement we checked it with the counselors who were running the program to see whether they felt it was a reasonable summary of the kind of advice that they were conveying. They agreed that it was.

We then translated these broad orientation themes into a series of questions, 24 in all, in the form of a questionnaire intended for high school students. This questionnaire, entitled "Do you have questions about UCLA?", is shown in Exhibit 2. The intent here was to find out whether the kinds of advice, cautions, warnings, recommendations, and so forth that were given to students after they were admitted were of concern to prospective students who had not yet in many cases even applied for admission to UCLA but who were presumably interested in the possibility of applying. The form of the questionnaire was simply to ask whether these questions are ones about which they were definitely concerned, or somewhat concerned, or about which they had little or no concern. The questionnaires were distributed during a series of

college nights at eight high schools in various parts of the Los Angeles area. Table 1 shows this distribution pattern. The high schools were selected to reflect important differences such as schools where a very high proportion of the students were Black students, or a high proportion were Mexican-American students, high schools in lower-economic neighborhoods, high schools which were almost totally white in middle to upper-class neighborhoods, and so on. A total of 185 high school students responded to the questionnaire which was given to them when they came to the UCLA desk at the college nights held in those particular schools. Presumably a publication describing the UCLA environment should be responsive to some of the concerns expressed by high school students who were thinking about applying to UCLA.

Along with this inquiry addressed to high school students there was a parallel inquiry addressed to UCLA upperclassmen. This questionnaire also included the same orientation themes and was introduced with the following instructions: "Here are some statements or advice given to incoming freshmen during the UCLA orientation program this last summer. Do you feel this is appropriate advice considering your own experience as a student at UCLA?" The upperclassmen then indicated, for each of the 16 statements listed, whether they felt the advice in the light of their subsequent experience was definitely appropriate, somewhat appropriate, or not appropriate. This would be a way of checking on the relevance of the advice given to incoming freshmen in the orientation programs, enabling one to see whether the concerns of high school students and the experience of students who had been at the university for some time were generally congruent.

Table 1

High Schools Where Questionnaires About UCLA
Were Distributed During "College Nights"

School	Location	Enrollment	Minority Enrollment	Economic Level	Number of Questionnaires
Bell	Bell	2200	50%	Lower	19
Fairfax	Los Angeles	2700	47%	Middle	24
Sylmar	Sylmar	2700	36%	Lower-Middle	20
Francis Polytechnic	Sun Valley	3400	43%	Lower	27
Birmingham	Van Nuys	2900	11%	Middle	21
Savannah	Anaheim	1700	8%	Middle	25
Grant	Van Nuys	3200	7%	Upper	24
Arcadia	Arcadia	2800	5%	Upper	25
				TOTAL	185

The upperclassman questionnaire is shown in Exhibit 3.

There was an additional element to the questionnaire for upperclassmen which consisted of a series of rating scales asking them to rate whether, in the light of their experience in their major field and in the university in general, they felt that there was a strong emphasis or a weak emphasis placed on various types of achievements and concerns, and also on various kinds of relationships--relationships with other students, relationships with faculty, and relationships with administrators and other officials. The questionnaire provided the starting point for informal, more or less unstructured, conversations with 11 different student groups. The purpose of these discussions was to get students to talk about their experience at UCLA and how they might describe UCLA if someone said to them, "what's it really like here." These group discussions typically lasted for an hour and sometimes as long as two hours. Table 2 shows the identification of the student group interviews. Four of them were conducted in residence halls, or fraternities or sororities; five of them were conducted with a group of students majoring in different academic fields; and two of them were special groups--one of Black students, and one of leaders in student government--a total of 100 upperclassmen participating in the discussions. The research assistant on the FIPSE project held most of these interviews. In a few cases a representative from the Office of Relations with Schools conducted the interviews. In each instance the individual was instructed to write down as much as possible and as literally as possible what the students had to say about UCLA. The ultimate intent here was to generate ideas for items or statements which might be included in a more systematic

Table 2

UCLA Upperclassmen Groups Interviewed
About the UCLA Environment and Experience

Group	N of People in Group
Residence groups	
Sproul hall	12
Hedrick hall	10
Sigma Nu fraternity	10
Chi Omega sorority	12
Academic major groups	
Engineering	13
Chemistry	8
Art	7
Pre-law	6
Psychology	9
Special groups	
Black students	6
Student government	7
TOTAL	100

questionnaire so as to make any subsequently used questionnaire appropriately reflective of some of the important aspects of the UCLA experience which emerged in an unstructured fashion from these student discussion groups.

The first part of the questionnaire for upperclassmen paralleled in content the questions which were asked of high school students. These statements in each instance reflected the major orientation themes. Table 3 reports the comparison of the concerns expressed by high school students with the appropriateness of those concerns as judged by UCLA upperclassmen. What is immediately apparent from this table is that with very rare exceptions the concerns expressed by high school students were judged by UCLA upperclassmen to be definitely or somewhat appropriate. This indicates that orientation themes which were being conveyed to incoming students were indeed realistic, not only with respect to what high schools students may be concerned about but also with respect to what upperclassmen said was appropriate and important advice.

The environment rating scales which were also given to the UCLA upperclassmen require some explanation as to their content and rationale. Over a period of a number of years Rudolf Moos and his colleagues at the Stanford Social Ecology Laboratory had been devising and administering environment questionnaires to individuals in very different kinds of environments--college residence halls, high school classrooms, military units, hospital wards, industries, prisons, and so forth. What emerged from these various environmental studies was that, regardless of the type of environment being studied, there seemed to be three general dimensions which always were evident: one type was called personal

Table 3

Comparison of Concerns Expressed by
High School Students with Appropriateness of
Concerns as Judged by UCLA Upperclassmen

Factor	High School Students Percent "definitely" or "somewhat" concerned	UCLA Upperclassmen* Percent "definitely" or "somewhat" appropriate
1. Difficulty adjusting from high school	79	99
2. Getting used to quarter system	47	99
3. Getting involved in student activities	79	86
4. Involvement in activities if commuting	55	61
5. Grades and academic competition	97	99
6. Getting to know the faculty	85	100
7. Importance of declaring a major as a freshman	75	93
8. Finding out about support services	77	99
9. Getting personal attention	89	92
10. Ability to make it at UCLA	88	83
11. Coping with responsibility and independence	75	90
12. Importance of attending concerts, cultural events, etc.	72	97
13. Finding a job related to the major	72	76
14. Getting help from faculty and T.A.'s	90	98
15. Meeting other students	65	90
16. Getting to know the library	73	94

Table 3 (continued)

Factor	High School Students Percent "definitely" or "somewhat" concerned
17. Difficulty adjusting to large classes	84
18. Academic advising	88
19. UCLA compared to smaller colleges	82
20. UCLA's concern about student personal development and academic performance	79
21. Social pressures at UCLA	72
22. Availability of courses that provide some job-related skills	84
23. Student-faculty relationships	82
24. Student participation in determining school policies	75

* questions 17-24 were not included in the upperclassman survey

development dimensions--these were environmental emphases which reflected the purposes of the organization; a second type of dimension were relationship dimensions and these typically indicated the extent to which individuals in the environment were supportive of one another or not; and third, there were system maintenance and system change dimensions which, in simpler language, reflected various operating procedures, rules and regulations, reflecting openness to innovation and change vs. rigidity and more structured bureaucratic features. It so happens that these three types of dimensions are very congruent with many of the dimensions that had previously emerged from the use of the College and University Environment Scales and other measures of university environments. Almost invariably there have emerged dimensions which reflect the purposes of the institution--namely its emphasis on academic, scholarly, intellectual progress, it's emphasis on occupational, vocational competence, and so on; all of the environment measures have reflected relationship dimensions--the extent to which the environment is perceived as a friendly supportive community vs. its opposite; and all of them have come up with some sort of scales or dimensions which reflect the rules and regulations and other bureaucratic or non-bureaucratic features of the environment.

Consequently, in thinking about a new set of environment scales which we might develop for this project we wanted to find out whether these three major types of dimensions might be useful. That, in other words, was the rationale behind developing the environment rating scales.

Table 4 shows the results of these rating scales for different groups of students, men and women, students in different academic fields, and students who live on campus, or in apartments, or at home. The rating

Table 4

Mean Environment Scale Ratings by
Different Groups of UCLA Upperclassmen

Scale	Groups		Academic fields						Residence		
	Men	Women	Engineering	Fine Arts	Humanities	Social Sciences	Life Sciences	Physical Sciences	On-Campus	Room or Apt.	Home
Academic-intellectual	5.0	5.3	5.2	5.2	5.0	5.0	5.5	5.3	5.2	5.0	5.5
Esthetic-expressive-creative	4.0	3.8	3.6	5.1	3.8	3.7	3.7	4.5	3.9	3.6	3.8
Critical-evaluative	4.3	4.3	4.1	4.3	4.6	4.2	4.2	4.3	4.5	4.0	3.9
Vocational-occupational	3.4	3.2	4.0	3.3	3.3	3.1	3.2	3.6	3.6	3.2	3.2
Relations with students	4.6	5.2	4.9	4.8	5.0	4.9	4.7	4.8	5.3	4.5	4.4
Relations with faculty	4.1	4.2	4.3	4.8	3.6	4.1	4.4	4.6	4.3	4.2	4.2
Relations with administrators	3.2	3.9	3.4	4.3	3.2	2.9	3.3	3.5	3.2	3.4	3.1
UCLA as an institution	3.7	3.7	3.8	4.1	3.4	3.2	4.0	4.5	3.7	3.5	3.8
N*	42	53	16	11	9	31	19	8	47	24	19

* N's differ somewhat from those shown in Table 2 because some students filled out questionnaires who were not in the interview groups and vice versa

scales run from a low point of 1 to a high point of 6. Looking at the results, one can see numerous differences in the ratings which seem to make sense. For example, the rating on the scale labeled "Esthetic-expressive-creative" is by far the highest for students in fine arts and clearly the lowest for students in engineering. The Critical-evaluative dimension gets the highest ratings from students in the humanities. The Vocational-occupational emphasis of the environment is strongest in the clearly vocational field of engineering and definitely weaker in the less career-oriented field of the social sciences. The rating scale on "Relations with students", which runs from a friendly to non-friendly dimension, is clearly the highest for students who live on the campus. These, in other words, are sample ratings which would seem to indicate that if one were to develop a questionnaire along these dimensions there would indeed be reflected important differences in the environment of various segments of the university. Consequently, the rating scales provided a preliminary exploration of whether or not it might be useful to proceed to develop a structured instrument along those particular dimensions. The conclusion was that it would be appropriate to do so.

Deciding on the Structure and Content for an Environment Questionnaire

From the results of the environment rating scales just reported and from an assessment of prior research in the measurement of college environments we decided that the structure of a set of environment scales similar to what was previously reported would be appropriate. As to the content of each of those scales two major sources of input were drawn upon.

From all of the notes taken during the informal group discussions with UCLA upperclassmen we took the information and translated it into tenative item statements or item ideas, each of which was typed on a card. Altogether we produced approximately 300 item cards each of which reflected some comment, some statement, some thing about the environment or the experience at UCLA which had been expressed by UCLA upperclassmen. Equally important, we typed on cards all of the items that had been included in various published environment questionnaires, namely the College and University Environment Scales, the College Characteristics Analysis, and an expanded diagnostic version of the College and University Environment Scales. Eliminating duplicate items this resulted in about 400 items. These were typed on cards of a different color from the previous set. The reason for doing this was to identify the source of the items so that subsequently we would be sure that a good number of the UCLA generated items would be reflected in a final questionnaire. We then had approximately 700 potential item ideas.

The task at this point was to sort out what we had in relation to the major dimensions of environment which we had agreed upon as the

structure for the environment questionnaire. Many of the items in the published questionnaires were eliminated simply because their content was out of date, that is, reflected things about college environments which may have been true in the late 1950's and 1960's, but which were not particularly pertinent to college environments in the 1970's. That resulted in throwing out at least 100 items. We then eliminated several hundred items because they didn't fit any of the proposed dimensions we had set up as constituting the structure for the new questionnaire. Ultimately, we selected items to comprise two alternative forms of a questionnaire labeled The UCLA Environment and Experience. These are shown in Exhibits 4 and 5.

There were seven scales in this pre-test version of the environment questionnaire: seven items each, reflecting each of the four personal development dimensions, and each of the three relationship dimensions. This was followed by a series of items dealing with overall impressions about the university. The instructions were to answer the items about the personal development dimensions in relation to the environment of their major field rather than the university as a whole; and for each of the relationship dimensions they were to indicate the main experience base which they drew upon for agreeing or disagreeing with the statements. The alternative form of the questionnaire followed exactly the same structure, consisting of different items intended to measure the same things. This meant that for each of the seven environment dimensions we had a total of 14 different items to try out, seven each in one form, and seven each in the other form. Each questionnaire additionally had an identical set of items relating to overall impressions about the university.

The process of item selection for these two experimental forms reflected the combined judgment of three individuals, the principal investigator, the research assistant, Nancy Mattice, and a visiting scholar from Australia, Dr. John Genn, who had been conducting environment studies at the University of Queensland based upon the same types of items and the same rationale we had been using in the United States in previous years so that he was a particularly knowledgeable judge for the purpose of assisting in item selection.

In trying out these alternative parallel versions of the environment questionnaire we wanted to make sure that we got responses from students in a variety of academic majors and from students who were residents as opposed to commuters. The mechanism for doing this was to distribute questionnaires in a fraternity and a sorority and in three different dormitory groups plus distributing questionnaires to an assortment of classes which enrolled predominately upperclassmen majoring in those fields. The arrangements for doing this with respect to the residence halls and fraternities and sororities were facilitated by cooperation from the Office of the Dean of Students; and with respect to the administration of the questionnaires in various classes, the arrangements were made individually with faculty members who taught the classes. The questionnaires were assembled in packages with an equal number of each version being distributed to each group. In the classes the intent of the questionnaire was briefly described, the questionnaires were distributed, and the students were asked to take it home, fill it out, and return it at the next class meeting. Table 5 indicates the distribution of these two preliminary versions of the questionnaire and the number of

responses which were turned in. All together some 52% of the students who were given one of the questionnaires filled it out and returned it, and there were an equal number of students who responded to each of the two forms.

Since in each group where questionnaires were distributed half the students received one questionnaire and half received the other, one can be confident that the two samples were comparable. A further check on this, however, was possible because each questionnaire contained a common set of 22 items and one could therefore look at the percentage of students in each of the two groups who agreed or disagreed with that common set of 22 items. Given the size of the samples it would be necessary to have a difference of some 15 percentage points between one group and the other in order to have a difference that was statistically significant. There was one item out of the 22 which had a difference of 15%. The next largest difference, however, was 10% so it is fair to say that there were no, or at best only one, item in the common set which produced different responses from the two samples of students.

The responses of students to each of these experimental or pre-test environment questionnaires were tabulated and cross-tabulated as follows: for all items comparisons were made between the responses of men and women; then between the responses of students who lived on campus, who lived in apartments, and who lived at home; then between students whose racial and ethnic background identified them as majority or minority groups; and finally, between the responses of students in different major academic fields--specifically, engineering, fine arts, humanities, life sciences, physical sciences, and social sciences.

Table 5

Distribution of Preliminary Versions of
Questionnaire on the UCLA Environment and Experience

Groups	Number of Questionnaires Distributed	Returned
Fraternity and Sorority	40	33
Dormitory Groups	60	34
Classes		
Engineering	41	22
Mathematics	18	10
Chemistry	9	7
Biology	41	21
Psychology	30	7
Sociology	22	9
History	30	18
English	20	9
Spanish	10	8
Art	16	2
Music	14	8
Theater	16	4
TOTALS	367	192 (52%)

The task at this point was to select from each of the two versions those items which were best so that a final version could be constructed based on the most diagnostic and most relevant items drawn from each of the two versions. For this purpose several general criteria for item rejection were followed. First, items that were too easy or too difficult, that is, items which 90% or more answered in the keyed direction or in which 10% or fewer answered in the keyed direction were rejected. Second, items about which more than 20% of the students had no opinion were rejected. Third, items answered with respect to the major academic field were rejected which did not have a spread of at least 20% percentage points or more between fields. Fourth, items which did not correlate at least .30 or higher with the scale score of which they were a part were eliminated. Fifth, and finally, items which had very low inter-correlations with other items in presumably the same scale were eliminated. With respect to those items which dealt with the university as a whole, the only items that were eliminated were those which had a high percentage of no opinion responses and only one item was rejected for that reason. Another item was re-written to make its content clearer. As a result of these psychometric studies and comparisons, the best items from the two questionnaires were merged and in so doing a further criterion was followed--namely to minimize duplication of item content within a single scale.

The Final Environment Questionnaire

The questionnaire resulting from the merger of the best items in the two preliminary versions consisted of 7 scales of 9 items each plus a set of 22 items referring to the university as a whole. This questionnaire is shown in Exhibit 6. Items 1-9 reflect an academic, scholarly, intellectual emphasis. Items 10-18 relate to esthetic, expressive, creative aspects of the environment. Items 19-27 reflect evaluative and critical emphases, social concerns and personal commitment. Items 28-36 relate to occupational and vocational aspects of the environment. In each of these sets of items, the measure presumably runs from strong emphasis to weak emphasis. For items 37-45, dealing with student activities and relationships, the measure runs along a dimension of friendly, congenial, supportive to impersonal, distant, and apathetic. Student-faculty relationships, items 46-54, constitute a scale which at one end indicates a friendly, helpful, accesible mode and at the other end a more remote, formal, and impersonal association. Items 55-63 characterize contacts with administrative personnel and offices as flexible, adaptive, and helpful versus rigid, rule-bound, and impersonally bureaucratic. The final set of items, 64-85, were not designed to produce measures or scores along any particular set of dimensions; rather, they deal mainly with major features of the campus (facilities, services, etc.) and students' appreciation and satisfaction regarding such overall features.

At this point the task was to decide on a sample of students to select as respondents to the final environment questionnaire. It

was decided to select two samples as follows: first, we wanted a list of names, approximately 400, of students who would be graduating in June--these of course would all be seniors, some of whom would have spent all four of their years at UCLA and others would be transfer students who did not come to the campus until their junior year. In every case, however, they would have spent two years in their major field. The second sample was selected because we wanted to make sure we had a large number of students who had been fully exposed to the UCLA environment and who had, at some point or other, lived on-campus in one of the dormitories or a fraternity or sorority. For this purpose we drew a comparable sample of about 400 in size consisting of people who had, as of the Spring quarter 1976, earned enough credits to be classified as completing their junior year and all of whose credits had been earned at UCLA.

Fortunately the UCLA Registrar's Office is well set up for the purpose of drawing samples of almost any description so we received from the Registrar's Office the student identification data consisting of every nth person on the population list to comprise the desired size of samples, together with two address labels which we could use for mailing the questionnaire and subsequently for mailing a follow-up postcard. The questionnaire was sent early in May accompanied by a letter signed by the principal investigator and the Associate Vice Chancellor for Undergraduate Affairs (Exhibit 7). Two weeks later a postcard was sent to all persons (Exhibit 8). For many this was a thank you note for their participation, and for others a reminder note that we would like to have their response. During the month of May,

we received 402 completed questionnaires out of the total number of 779 which were distributed for a percentage return of 52%.

It was possible to compare the extent to which those who responded to the questionnaire were representative of those who were included in the initial random sample. These figures are shown in Table 6. With the exception of the social sciences where the proportion of students responding to the questionnaire was higher than the proportion in the random sample, and the humanities where the proportion responding was somewhat lower than the proportion in the random sample, there were no other important differences between the respondents and the non-respondents. We also have included in the table the distribution of major fields for the total number of juniors and seniors as indicated to us from the Registrar's Office. Here again it is clear that our returns from the social sciences were heavier than they should have been and the returns from the humanities were somewhat lighter than they should have been. In other areas, however, the responses recieved are a pretty good representation of the total population with respect to major field. There were some categories in the table such as pre-professional majors, double majors, and undeclared majors which we subsequently eliminated from our analyses partly because the numbers were very small and partly because the nature of those categories was somewhat heterogeneous.

Table 6

Sample and Response to Final Environment Questionnaire

Major Field	Proportions In Sample	In Returns	In Total Jr.-Sr. Student Body
Fine Arts	6.9%	8.8%	9.2%
Humanities	14.0%	9.5%	13.8%
Social Sciences	35.4%	44.8%	35.6%
Life Sciences	17.1%	16.0%	17.5%
Physical Sciences	9.8%	8.3%	9.7%
Engineering	5.5%	5.5%	5.8%
Pre-professional	7.4%	4.3%	6.0%
Other*	3.8%	2.8%	2.4%
TOTAL N	779	402	11,613

*Includes double majors, no data, and others not identifiable

Analysis of Environment

Questionnaire Data

The responses of the upperclassmen to the environment questionnaire were tabulated and compared with respect to the following subgroups: major field, residence, ethnic and racial background, sex, transfer students vs others; and for those items concerning relationships among students, between students and faculty, and between students and administrative offices, the results were tabulated in relation to the particular reference group or experience base identified by the student as the basis for the response. Tables showing the percentages responding to all the items for all of the above groups are on file in the Laboratory for Research on Higher Education. For the present report we simply indicate the major location of significant differences.

The first 36 items in the questionnaire were to be answered with respect to the students own major field. The intent here was to determine the extent to which the perceived environment differed significantly depending upon where the student was doing or had done most of his academic work. On 24 of these 36 items there were significant differences by major fields. In contrast, items that referred to student relationships and activities, to faculty-student relationships, to contacts with the administration or administrative offices, and to overall characteristics of the university produced very few significant differences in response related to the student's major field. None of the items dealing with student interpersonal relationships differed by major field, only one of the nine items related to faculty-student contacts differed by major field, only two of the nine items related to administrative contacts differed by major field, and only three

of the 22 items referring to overall characteristics of the university produced any differences in response associated with the student's major field of academic work.

Somewhat in contrast, when responses were compared by student's residence, that is, 1) whether the student had, either in his first year or presently, lived in a fraternity, sorority, or dormitory, 2) whether both during his first year at the university and his present year at the university he lived at home or 3) whether in neither of those time periods had he ever lived at home or in a campus residence. With respect to the items that dealt with academic and other emphases in the major fields only 4 of the 36 items revealed any significant differences associated with residence. However, four of the nine items concerned with student interpersonal relationships revealed significant differences associated with residence. Two of the nine items concerned with student-faculty relationships showed significant differences by residence. One of the nine items related to administrative contacts showed a significant difference by residence, and 7 of the 22 items dealing with over-all characteristics of the university produced significant differences in responses depending on where one had lived during his stay at the university.

Somewhat parallel to this were the results obtained when responses were compared between transfer students and native students. Only one of the 36 items dealing with environmental emphases in the major field showed any difference whatever between transfer and native students. On the other hand, as in the case of residence, four of the nine items concerned with student relationships showed differences related to whether

one was a transfer student or had been at UCLA from the beginning. One item related to faculty relationships showed such a difference, and four of the 22 items concerned with overall characteristics produced a significant difference between transfer students and native students.

With respect to sex differences there were a number; but these were not highlighted in the subsequent pamphlet which was written for consumption by high school students partly because nearly all of the items which showed sex differences were precisely the ones which were related to the sex composition of students in various major fields: for example, all but one of the students in engineering were men; a high proportion of fine arts students were women; a high proportion of humanities majors were women; a high proportion of physical science majors were men; and the social sciences and the life sciences were more or less equally divided between men and women. The sex differences basically reflected differences in major field and it seemed more pertinent to highlight the major field differences in the report ultimately prepared for the high school students.

The next set of differences was related to whether the student identified himself as being ethnic and racial majority, or ethnic and racial minority. There were relatively few differences in responses between majority and minority students. Two of the nine items related to academic, intellectual, scholastic emphasis showed differences by ethnic background; four of the nine items related to esthetic and creative emphasis showed differences by ethnic background; but none of the items dealing with critical-evaluative emphases or vocational-occupational emphases produced any significant differences related to

majority vs minority ethnic, racial background. While only one of the nine items concerned with student relationships showed any difference with respect to ethnic status, four of the nine items concerned with student-faculty relationships showed significant differences by ethnic background, and one of the nine items referring to administrative contacts produced a difference with respect to ethnic background. Of the 22 items dealing with overall characteristics of the university only 4 of the 22 showed any significant difference between majority vs minority students.

The three scales concerned with relationship dimensions--namely student relationships, student-faculty relationships, and student-administrative relationships were analyzed with respect to the particular reference group the student identified as forming the basis for his response. The student relationship items, for example, could be answered mainly with respect to other students in one's dormitory, fraternity, or sorority, or with respect to other students in one's major field, or with respect to other students in extra-curricular activities, or with respect to some other designated group. Four of the nine items showed differences in responses depending on what the student's reference group had been. The responses indicating a more friendly, congenial, supportive set of relationships came primarily from students whose reference group was the fraternity, sorority, or dormitory. None of the items dealing with faculty-student relationships showed any differences in response owing to whether the student was referring simply to faculty members in the major field, or to all the faculty members one had contact with. With respect to the student-administrative contact items

there were significant differences on 8 of the 9 items related to the frequency of contact the student indicated he had with the administrative offices. In some instances frequency of contact was associated with a more positive or favorable response, in other instances it was associated with a more negative response.

One simple way to summarize the location of major sub-group differences is to note briefly for each set of comparisons the total number of items on which there were significant differences. There were 85 items in the total questionnaire. When responses were compared by major fields there were significant differences on 30 of the 85 items. When responses were compared by sex there were significant differences on 20 of the 85 items. When responses were compared by residence there were significant differences on 18 of the 85 items. When responses were compared by a majority vs minority ethnic and racial background there were significant differences on 16 of the 85 items, and when responses were compared between transfer students and native students there were significant differences on 10 of the 85 items.

Since the sex differences and major field differences are highly interrelated, it seems clear that major field accounts for the most distinctive or differentiated set of perceptions about the university environment. Since campus residence and transfer vs non-transfer status are interrelated in the sense that the underlying dimension is the amount of potential involvement in university affairs it is clear that the residence or involvement factor accounts for the second largest number of differential responses about the university environment and experience. Finally, ethnic racial background accounts for the third

largest number of differential responses to the environment. Consequently when the results of the environment questionnaire were summarized for inclusion in the pamphlet addressed to high school students it was primarily those three factors which were given primary emphasis. The other primary emphasis, however, was the extent to which, regardless of one's major field, sex, residence, transfer status, ethnic background, and so forth, there were many general characteristics of the university which emerged with a high degree of consensus. The overall characteristics items are ones which produced the least differentiation by major field, by residence, by transfer status, by sex, or by ethnic racial background. So, despite the evidence of somewhat distinctive academic and experiential sub-environments there remains a substantial aspect of UCLA as a total institution which is perceived with some clarity and consistency by nearly everyone.

Analysis of Freshman Questionnaire Data

Early in the project the UCLA results from the 1974 Annual Freshmen Survey were extracted from the master tapes and subjected to analysis. It was not our intent to use these results in the ultimate brochure or pamphlet; rather the intent was to try out various categories of analysis to see the extent to which there were differences in freshman characteristics related to the student's intended major field, to expected residence, to sex, to ethnic and racial background, and so forth. By analyzing the 1974 data we were also able to note subsequently the extent to which the characteristics of the 1975 freshmen were basically similar to those of the 1974 freshmen.

When the responses from the 1975 freshmen entering students at UCLA were available they were analyzed and cross-tabulated with respect to major field differences, residence differences, ethnic racial differences, and sex differences. Within those four categories various other cross-tabulations were made--for example family income, campus residence, and financial aid by racial-ethnic background; and political orientation by expected major field. Incidentally, when we compared the marginal percentages on all the items between the 1974 entering class and the 1975 entering class there were no significant differences of any magnitude whatever.

What is important to note here is that the ways of tabulating and cross-tabulating the freshmen characteristics were almost exactly parallel to the ways in which the upperclassmen environment questionnaire data were tabulated and cross-tabulated. This was done so that one could

subsequently highlight the characteristics of entering freshmen in relation to characteristics of the environment identified by upperclassmen.

There are of course many items of information included in the annual freshmen survey questionnaire. By no means all of this information could be reported or would be relevant for reporting to prospective students. Much of it is not particularly related to the kind of concerns which high school students express in relation to college choice or in relation to what it might be like at UCLA as reported earlier in this report.

In deciding what to include and what to leave out in a pamphlet intended for prospective students one simply had to make judgments about its probable relevance. Those judgments were at least partially informed by data previously collected and by data reported from other projects in the FIPSE national enterprise.

Developing A First Draft Of
A Proposed Pamphlet

Taking all the analyses that had been generated from the environment questionnaire and from the freshmen questionnaire, a first draft of an intended pamphlet was prepared. The general format decided upon, perhaps quite arbitrarily, was a simple question and answer format in which the writer posed various questions of the sort which he thought might be asked by high school students and then answered them with respect to data from the freshmen survey and from the environment survey. The problem all along was to decide how much to include. There was some concern that the pamphlet might be too long, too loaded with data, and perhaps thereby lose some of its sharpness and perspective. In any case, a draft was written which consisted of some twenty-eight typewritten pages. This first draft was then sent to an array of UCLA administrators and others who might have a particular concern about the content and style of the manuscript. This first draft of the pamphlet was distributed with a letter requesting editorial comments, substantive revisons and criticism, and any other suggestions which the reader felt would be helpful prior to undertaking a revised and final version. A copy of the letter sent to these administrative and other persons is shown in Exhibit 9.

Exhibit 10 reports, more or less verbatim, the reactions which various readers had to the first draft of the pamphlet. When all of these comments, editorial suggestions and so forth were received, they were put together on a single master copy of the manuscript so that as

revisions were undertaken everyone's comments and suggestions could be considered. The manuscript was then revised taking into account the various suggestions that had been made. When a second and potentially final version was prepared it was further submitted to the UCLA Printing and Production Office for review by a professional editor. The final form reflects modifications suggested by many of the administrative, faculty, and student reviewers, and some suggestions with respect to language and style that had been made by the editor. At this point the resulting pamphlet was substantially shorter than the initial version. It eliminated some content which had initially been included on the ground that many people thought it was not particularly relevant; it included an index for handy reference; and it was attractively printed in a pocket-size brochure which certainly gave the appearance of being much simpler and much less lengthy than the initial double-spaced, typewritten manuscript which had been circulated for comment.

Distribution and Response to the Pamphlet

One thousand copies of the brochure were printed (Exhibit 11, in pocket inside back cover). We had invited the Chancellor's Office to consider underwriting the cost of printing a larger number of brochures. However, the judgment seemed to be that they would prefer to print and distribute a limited number as a kind of trial balloon to see what sort of response was made to the pamphlet by the intended readers. Consequently, we obtained from the Office of Relations with Schools the names of 20 high school guidance counselors in 20 different locations in the southern California area who were generally felt to be cooperative and would be willing to assist us in the distribution of the pamphlets to students in their schools. The schools were also deliberately selected to reflect a range of socio-economic backgrounds. The letter written to these counselors is shown in Exhibit 12. Table 7 lists the names and locations of the high schools together with the number of questionnaires distributed to each school for a total of 600 questionnaires. An additional 100 questionnaires were distributed by a representative of the Office of Relations with Schools at three different college nights held during the month of October. Along with the pamphlet there was included a postal reply card (Exhibit 13 in pocket inside back cover) which invited the students and their parents to let us know what they thought about the pamphlet--did they find it interesting, helpful, valuable, easy to read, and so forth, or did they think it was difficult to read, worthless, irrelevant, or whatever? The postcard further asked a number of questions such as did you show it to anyone else; did you talk about

Table 7

Distribution of Pamphlets to High Schools

Number	School	Location
20	Banning High School	Wilmington
30	Belmont High School	Los Angeles
40	Hollywood High School	Hollywood
50	El Camino High School	Woodland Hills
30	Benjamin Franklin High School	Los Angeles
15	San Fernando Valley High School	San Fernando
20	Roosevelt High School	Los Angeles
20	Fremont High School	Los Angeles
20	Schurr High School	Montebello
15	La Salle High School	Pasadena
20	Arcadia High School	Arcadia
50	Beverly Hills High School	Beverly Hills
50	Fairfax High School	Los Angeles
20	Francis Polytechnic High School	Sun Valley
50	Gardena High School	Gardena
50	Grant High School	Van Nuys
20	Millikan High School	Long Beach
20	Lincoln High School	Los Angeles
30	Loyola High School	Los Angeles
30	Monroe High School	Sepulveda
600		

it with anyone else; do you think it gave you a better idea of what it might be like to be a student at UCLA; do you wish you had information like this about other colleges and universities?

The pamphlets were distributed to the high school counselors during the first week of October. By the end of the first week of November, 119 postal reply cards had been returned. The results of this consumer response to the pamphlet were then summarized and reported to various administrative officers at UCLA so that they would be fully apprised of the reception which had been accorded to this trial balloon effort to present a different kind of information to prospective students. Exhibit 14 is a report of the consumer response to the pamphlet. It is apparent from the results that the response was highly favorable. Exhibit 15 is the cover letter transmitting the results of the consumer responses; and Exhibit 16 is a thank-you letter to the high school counselors who distributed the pamphlets.

The consumer response tally reported to the UCLA administration was based on postcard replies from 77 high school students, 33 parents, and 9 counselors. Subsequently a few additional responses were received, mainly from students, bringing the total student response up from 77 to 101. Since high school students were the primary group for which the pamphlet was written, the record of their reactions is reported in Table 8.

Within UCLA we distributed the pamphlet to various administrative officers and have subsequently had requests for about 100 additional copies which we have also distributed. These requests came from the Vice Chancellor for Student Affairs, the Dean of Students, the Vice

Table 8

Consumer Responses to the Pamphlet

UCLA: Who Goes? What's It Like?

Responses of 101 High School Students

	Percentages	N
Helpful vs not helpful	95% to 5%	92
Relevant vs irrelevant	90% to 10%	60
Valuable vs worthless	95% to 5%	56
Important vs unimportant	91% to 9%	45
Interesting vs dull	86% to 14%	71
Clear vs confusing	86% to 14%	69
Friendly vs impersonal	81% to 19%	62
Easy to read vs difficult to read	100% to 0%	81

	Yes	No	N
Did you show the pamphlet to anyone else?	59%	41%	94
Did you talk about it with anyone else?	66%	34%	92
Did it give you any better idea of what it might be like to be a student at UCLA?	86%	14%	101
Do you think the information will have any bearing on whether a student will or will not apply for admission at UCLA?	80%	20%	99
In deciding where to go to college, do you think it would be helpful to have information of this kind about other colleges?	96%	4%	101

Chancellor for Academic Services, the Dean of the Campus Programs and Activities office, the Assistant Vice Chancellor of the Student Development Division, the Director of the Academic Advancement Program, and the Office of Public Information. Within the University of California system we sent copies to the President's office and to the Student Lobby in Sacramento. We also sent a copy (see letter Exhibit 17) to all the UC Chancellors, Vice Chancellors for Student Affairs, Directors of Admissions offices, and Directors of Relations with Schools offices.

Copies were also sent to the directors of the related FIPSE projects, to various professional colleagues at ETS, ACT, and at other universities. Altogether about 200 copies have been distributed, over and above those directly distributed to the high school students. We also had requests for additional copies from one of the high school counselors. The UCLA student newspaper, The Daily Bruin, had a story about the project; and the Office of Public Information sent out a story to various newspapers.

Partly as a result of the favorable response to the pamphlet and partly because of our desire to undertake a broader dissemination effort we have printed an additional 1000 copies of the pamphlet. We are sending these, along with a revised edition of the environment questionnaire, to each of the 600 or so colleges and universities which participate in the ACE-UCLA freshmen survey program, together with a letter noting that these institutions already have the data they could use for describing their entering students, that they could use the enclosed questionnaire about the environment, and could therefore generate information for a similar pamphlet or prospectus

about their own college or university if they wished to do so. The remaining copies from the second printing will be for possible distribution by FIPSE or the Education Commission of the States, for taking to various professional association meetings, and for responding to requests as long as the supply lasts.

EXHIBITS

Exhibit 1. Freshman Orientation Program Themes

Exhibit 2. Do You Have Questions About UCLA? (a questionnaire to high school students)

Exhibit 3. Orientation Themes and Environment Scales (a questionnaire to UCLA upperclassmen)

Exhibit 4. Preliminary Environment Questionnaire, form 1

Exhibit 5. Preliminary Environment Questionnaire, form 2

Exhibit 6. The University Environment and Experience (final version of questionnaire)

Exhibit 7. Letter to UCLA students requesting response to the environment questionnaire

Exhibit 8. Follow-up postcard to UCLA students

Exhibit 9. Letter requesting critique of first draft manuscript of proposed pamphlet

Exhibit 10. Summary of reactions to first draft manuscript

Exhibit 11. Final copy of pamphlet, UCLA: Who Goes? What's It Like?

Exhibit 12. Letter to high school counselors requesting distribution of pamphlet

Exhibit 13. Copy of postal reply card for evaluating the pamphlet

Exhibit 14. Consumer responses to the pamphlet

Exhibit 15. Letter transmitting consumer response report to UCLA administrators

Exhibit 16. Thank you letter to high school counselors

Exhibit 17. Letter to UC Chancellors, Vice Chancellors, Admissions officers, and Relations with Schools officers

Exhibit 1

ORIENTATION THEMES

1. UCLA is different from high school. No one checks up on you. It may be hard for you to adjust. You make your own decisions.

2. Start work immediately at the beginning of the quarter. Ten weeks go by rapidly. Use the Learning Skills Center to help you with any problems about management of your time.

3. Get involved in campus life. Volunteer your time and join a student group. If you commute, schedule an open block of time on campus to get involved. Try activities related to your academic major.

4. Grades are important. The academic competition can be intense in some areas. If you plan to go on to graduate or professional school get a high undergraduate grade point average. Take an easy course load (3 courses) your first quarter to see how it goes.

5. Professors are human beings too. If you have problems or questions about a course, make an appointment to see the faculty member. Faculty are reachable.

6. If you haven't declared a major yet, don't rush into it prematurely. Try out some courses in different areas, talk with upperclass students in different majors, and join student groups in areas that interest you.

7. If you need help, seek it out. UCLA has a number of support services Get to know the libraries. Use the Health Service. You must take the initiative to find and use the services.

8. You have the ability to make it at UCLA.

9. Try something different. Expose yourself to some of the excellent cultural programs at UCLA. Go see the basketball team play. Visit the campus art gallery. Use the resources around you.

10. If you need to have a job while going to school, try to find one associated with your major. Try not to overdo on classwork and employment.

PARENT_____ MALE_____

Exhibit 2 STUDENT_____ FEMALE_____

(A Questionnaire to High School Students)

DO YOU HAVE QUESTIONS ABOUT UCLA?

Here are some questions people have asked about UCLA. To what extent are these questions also of concern to you as you have thought about the possibility of coming to UCLA? For each of the questions, check the extent of your own concern about them.

Question	Definitely concerned about this	Somewhat concerned about this	Little or no concern about this
1. Will I find it difficult to make the adjustment from high school to the university?			
2. Is it difficult to get used to the quarter system?			
3. Is it important to get involved in student activities?			
4. Can I get involved in student activities if I commute to campus?			
5. How important are grades and how stiff is the academic competition?			
6. Is it easy to meet and talk with faculty?			
7. Is it important to have declared a major as a freshman?			
8. How do I find out about all of UCLA's support services? (e.g. health service, study skills, libraries, etc.)			
9. How much personal attention can I get if I want or need it?			
10. Do I have the ability to make it at UCLA?			
11. Can I handle the responsibilities and the independence?			
12. As part of my education at UCLA should I make a special effort to attend concerts, art exhibits, films, public lectures, athletic events, etc.?			
13. If I need to work while going to school, is it important to try to find a job related to my field?			

(over)

Question	Definitely concerned about this	Somewhat concerned about this	Little or no concern about this
14. Are large classes difficult to handle?			
15. Can I get help from faculty members and teaching assistants if I need it?			
16. How easy is it to meet other students?			
17. How available is academic advising?			
18. What's it really like at a university as large as UCLA compared with a smaller college?			
19. Is the university concerned about students' personal development as well as their academic performance?			
20. How important is it to get well acquainted with the library and know how to use it?			
21. What kind of social pressures are there, if any, on personal behavior and relationships?			
22. Does UCLA have courses that will give me some job related skills?			
23. What are the student-faculty relationships like?			
24. How much voice do students have in determining school policies?			

Do you have any additional questions?

Exhibit 3

UCLA Laboratory for
Research on Higher Education

Orientation Themes and Environment Scales
(a questionnaire to UCLA upperclassmen)

Check your response.

1. Class

Sophomore _____
Junior _____
Senior _____

2. Sex

Female _____
Male _____

3. Number of quarters you have attended UCLA, including this one.

one to three _____
four to six _____
seven to nine _____
ten to twelve _____
thirteen or more _____

4. Number of quarters in your current major at UCLA.

one to three _____
four to six _____
seven to nine _____
ten to twelve _____
thirteen or more _____

5. Major Field

Engineering and Applied Science _____
Fine Arts _____
Letters and Science
  Humanities _____
  Social Sciences _____
  Life Sciences _____
  Physical Sciences _____
Nursing _____
Public Health _____

6. Housing

residence hall, sorority or fraternity house _____
room or apartment in or near Westwood _____
with parents _____
other _____

ORIENTATION THEMES

Here are some statements or advice given to incoming students during the UCLA Orientation Program this last summer. Do you feel this is appropriate advice, considering your own experience as a student at UCLA? Check your response in the appropriate column.

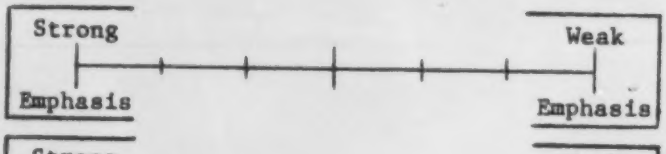
Statements	Definitely Appropriate	Somewhat Appropriate	Not Appropriate	Unable to Judge
1. UCLA is different from high school and it may be difficult for you to adjust.	____	____	____	____
2. The quarter system goes by rapidly so start work immediately at the beginning of the quarter.	____	____	____	____
3. It's important to get involved in student activities.	____	____	____	____
4. If you commute, schedule blocks of time in which you can get involved in student activities.	____	____	____	____
5. Grades are important and the academic competition can be stiff in some areas.	____	____	____	____
6. Professors are human beings too, so if you are having difficulty with a course, make an appointment to talk with your faculty member.	____	____	____	____
7. If you haven't declared a major as a freshman, don't rush into it prematurely.	____	____	____	____
8. UCLA has a number of support services (i.e. health service, study skills, libraries) and you must take the initiative to find and use them.	____	____	____	____
9. You can get the personal attention you may want or need by using your initiative.	____	____	____	____
10. You have the ability to make it at UCLA.	____	____	____	____
11. It may be difficult to adjust to your new responsibilities and independence.	____	____	____	____

Statement	Definitely Appropriate	Somewhat Appropriate	Not Appropriate	Unable to Judge
12. Try something different by exposing yourself to some of the excellent cultural and social programs (i.e. art exhibits, films, lectures, athletic events).	____	____	____	____
13. If you need to have a job while going to school, try to find one associated with your major.	____	____	____	____
14. You can get help from faculty members and teaching assistants if you need it.	____	____	____	____
15. It is easy to meet other students if you make an effort.	____	____	____	____
16. It is important to get well acquainted with the library and know how to use it.	____	____	____	____

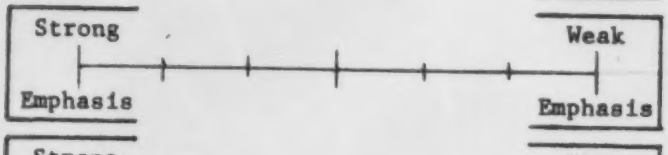
ENVIRONMENT SCALES

Universities differ in the extent to which they emphasize or encourage various aspects of a students' development. In a large university like UCLA there may also be differences in emphasis of these aspects from one part of the institution to the other. Thinking mainly of your experience in your academic major but also of the other aspects of the UCLA environment, to what extend do you feel that emphasis is put upon each of the following types of achievements and concerns. Place a mark at any point on the scale.

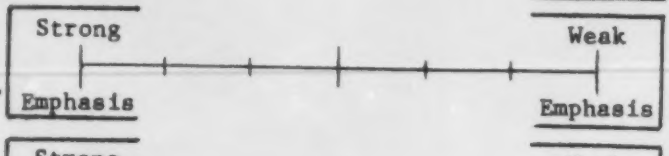
17. Development of academic, scholarly, and intellectual qualities.



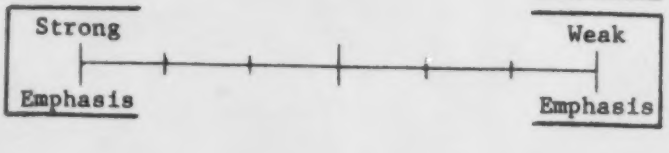
18. Development of esthetic, expressive, and creative qualities.



19. Development of critical, evaluative qualities, societal concern, and personal commitment.

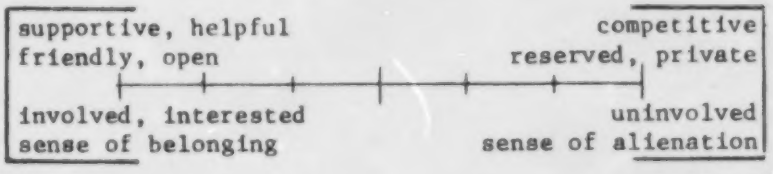


20. Development of vocational and occupational competence



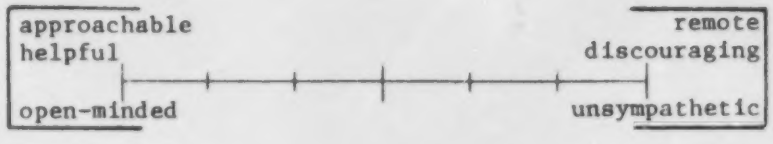
Being in college involves more than going to class or writing a term paper. It also involves relations with students, faculty and others. Again, thinking of your own experience in the UCLA environment and the experience of other students you know best, how would you characterize each of the following kinds of relationships. Place a mark at any point on the scale.

21. Relationships with other students, student groups and activities.



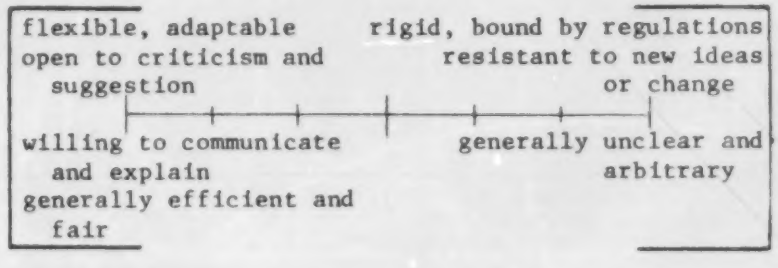
22. Relationships with faculty.

23. Relationships with administrators and other officials.



Now think of your experience and your impressions of how UCLA is run as a large complex organization. From your own experience and others you know, how would you characterize the way UCLA operates as an institution. Place a mark at any point on the scale.

24. UCLA as an institution.


flexible, adaptable
open to criticism and suggestion
rigid, bound by regulations
resistant to new ideas or change
willing to communicate and explain
generally efficient and fair
generally unclear and arbitrary

UCLA Laboratory for
Research on Higher Education

Exhibit 4

(Preliminary Environment Questionnaire, form 1)

THE UCLA ENVIRONMENT AND EXPERIENCE

How would you characterize UCLA, based on your experience in the UCLA environment? In informal discussions with groups of upperclassmen in various major fields, and in various campus residences, we've heard a lot of individual answers to this question. Now, in this questionnaire, we hope to find out more systematically how much agreement there is about various features of the UCLA environment and whether students' perceptions differ by major fields, by campus or off-campus residence, and by other aspects of their experience in the environment. Why are we doing this? When high school students and their parents are considering college choice, one of their underlying concerns, whether they are considering UCLA or some other college, is the question, "What's it really like there?" One way to answer this question is to ask the students who are here - and that's what this questionnaire is all about. Your help will be very much appreciated.

Classification items: (Check the appropriate answer to each question.)

1. How long have you been a student here?

___ first year
___ second year
___ third year
___ fourth year

2. Did you start college here?

___ started here
___ transferred here from another college

3. Where do you live?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

4. Where did you live your first year here?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

5. In which of the following fields is your undergraduate major?

___ Engineering
___ Fine Arts
___ Pre-professional (health fields)
___ Humanities
___ Life Sciences
___ Physical Sciences
___ Social Sciences
___ Other: What? _____

6. How long have you been in your major field?

___ just starting
___ one year
___ two years
___ three or more years

7. Sex?

___ male
___ female

8. Ethnic group?

___ majority
___ minority

PART I: In responding to this first group of statements, think about your major field. The statements refer to courses, professors, other students, atmosphere, emphasis, expectations, etc. which may or may not be characteristic of the people and program in your major field. If you agree that the statement says something that is generally true or characteristic or typical about people, programs, conditions, etc. in your major field, write the letter A (A=Agree) in the appropriate space to the left of the statement. Write D (D=Disagree) if you disagree with the statement. Or write ? (?=don't know, not sure, can't really say).

Write in
A, D, or ?

___ 1. Most students are so oriented to getting high grades that they are surprised when they don't get an A.
___ 2. The professors don't check up on how much you are working; they just expect a lot from you.
___ 3. There is a strong emphasis on preparing students for more advanced work in graduate or professional school.
___ 4. Most courses require a lot of study and preparation out of class.
___ 5. Many courses are a real intellectual challenge.
___ 6. There is intense academic pressure here.
___ 7. Research methods are emphasized in many courses.
___ 8. Students have few opportunities to develop creative and expressive skills.
___ 9. Creativity and imagination aren't rewarded in undergraduate courses.
___ 10. In talking about their subject, professors are typically unemotional, detached, and objectively critical.
___ 11. Students often talk about movies, music, and other arts.
___ 12. Most of the classrooms are pretty bare and drab.
___ 13. There's a nice esthetic feeling about going to and from classes here.
___ 14. Quite a few students enjoy and know about modern art.
___ 15. New ideas and theories are encouraged and critically analyzed.
___ 16. In most exams the emphasis is on knowing the correct answers rather than on being able to defend a point of view or to compare alternative views and theories.
___ 17. There are good opportunities here to know and appreciate different kinds of people and different cultures.
___ 18. Many students are genuinely concerned about major social problems such as civil rights, justice, energy and environmental quality.
___ 19. A lot of students go to hear prominent speakers who are active in politics, government, or foreign affairs.
___ 20. Students sometimes get pretty involved in discussions about values, morality, and ethics.
___ 21. Students generally hope they can contribute to improving the quality of life - for others as well as for themselves.

___ 22. Most students want to get a degree because of its economic values.

___ 23. To most students, the intellectual and cultural opportunities here are more important than training for a specific job.

___ 24. Good vocational guidance and advice is available to students.

___ 25. There is a lack of touch between faculty and the real world of work.

___ 26. Faculty members are helpful to students in finding jobs.

___ 27. To be prepared for a job you really need to go on to graduate or professional school.

___ 28. In most courses little attention is paid to the practical use of the knowledge or theories.

PART II: This second group of statements refer to activities and relationships among students, between students and faculty, and between students and administrators or other officials. Your reference for answering these statements is not your major field, it is all of your experience at the university. In responding to these statements, think of all the students you know best, all the student activities you and your friends are familiar with, all the faculty members you've had, and all your contacts with administrative offices. As in Part I, write A, D, or ? in the space to the left of each statement to indicate whether you agree, disagree, or don't know that the statement says something that is generally true, or characteristic, or typical in your experience or observation at UCLA.

The first set of statements refer to student activities and relationships.

Write in
A, D, or ?

___ 29. There are many opportunities for students to get together in extra-curricular activities.

___ 30. Many commuting students are really isolated from campus social life.

___ 31. Students often help each other study and review for tests.

___ 32. There's no pressure to get involved in extra-curricular activities.

___ 33. Within the fraternities, sororities, and dormitories, student social life is really supportive and friendly.

___ 34. Many students don't want to get involved in campus social life.

___ 35. Students develop friendships with many people outside their major field.

Which of the following best describes the main origin and base of your student friendships and student activities? (Check one)

___ students in my fraternity, sorority, or dormitory
___ students in my major field
___ students in various extra-curricular activities or other programs - such as athletics, student government, special interest groups, etc.
___ some other base(s): mainly _____

_____

The next set of statements refer to student-faculty relationships.

Write in
A, D, or ?

___ 36. Faculty are usually very helpful if you go to see them.

___ 37. Students often see and talk with the professors outside of class.

___ 38. Faculty members usually call students by their first names.

___ 39. Most of the faculty are not interested in students personal problems.

___ 40. Most faculty members are more concerned with their research than with teaching students.

___ 41. Faculty members encourage class discussions with lots of student participation.

___ 42. If students make the effort faculty are accessible.

When you answered these statements what did you mainly have in mind? (Check one)

___ faculty in my major field
___ all the faculty members I've had
___ all the ones I know plus what I've heard from other students

The next set of statements refer to relationships between students and various administrative personnel or offices.

Write in
A, D, or ?

___ 43. Offices that deal with student advising are generally friendly and helpful.

___ 44. In a lot of offices it's really difficult for students to get information they need.

___ 45. Most administrators are not receptive to student-initiated ideas.

___ 46. Most administrators are willing to interpret regulations in a way that is helpful to individual or unusual cases.

___ 47. Offices that deal with student services - such as health, counseling, etc. - are really personal and helpful.

___ 48. The clerks and assistants around here make you feel that they don't have time to bother with you.

___ 49. There are very few opportunities for students and administrators to work together on anything.

When you answered these statements, roughly on how much personal experience were your answers based? (Check one)

___ many contacts
___ occasional contacts
___ general reputation, but little direct experience

PART III: This final set of statements refer to overall impressions about UCLA as a whole. Some of the statements refer to features, facilities, events, emphases, etc.; others refer to students' reactions to those features, emphases, etc. As you read each statement, ask yourself these questions: Do you think the statement is reasonably fair, generally true or descriptive about UCLA? Is it generally characteristic of this place? As in Parts I and II, write A, D, or ? in the space to the left of each statement to indicate whether you generally Agree, Disagree, or don't know.

Write in
A, D, or ?

___ 50. The campus setting and its landscaping and architecture are attractive and distinctive.
___ 51. Most students genuinely appreciate the esthetic quality of the campus.

___ 52. A lot of distinguished public figures come to the campus for special events - lectures, forums, etc.
___ 53. Many students find this a stimulating part of their college experience.

___ 54. There are a great many concerts and cultural events on the campus - music, films, drama, dance, art exhibits, etc.
___ 55. For most students this is an important and satisfying part of the UCLA environment.

___ 56. Most of the academic programs are really strong.

___ 57. Students realize that they get, or can get, a very solid education here.

___ 58. UCLA has a major reputation for and commitment to research.

___ 59. For many administrators and faculty members research has a higher priority than undergraduate student life.
___ 60. Despite UCLA's emphasis on research, there are many faculty members who have a genuine interest in undergraduate teaching.

___ 61. UCLA provides many services for students - student health services, study skills center, counseling center, the placement and housing services, etc.
___ 62. For many students these services are a real benefit.

___ 63. UCLA has many facilities related to student activities and campus life - athletic facilities, the recreation center, eating places and patios, bookstore, student union and meeting rooms, etc.
___ 64. A lot of students use and really appreciate these facilities.

___ 65. The university's athletic program is extensive and prominent.

___ 66. For many students, athletic events add interest and pleasure to their college experience.

___ 67. The university prides itself on its excellent library facilities.

___ 68. Most students realize and appreciate the quality of UCLA's library resources.

___ 69. UCLA is big, bureaucratic, impersonal, and generally indifferent about students' growth and development.

___ 70. Despite its size UCLA has many friendly features and opportunities for students' personal growth, development, and special interests.

___ 71. UCLA has a lot to offer but if students expect to benefit from it they have to take the initiative.

UCLA Laboratory for Research
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Exhibit 5

(Preliminary Environment Questionnaire, form 2)

THE UCLA ENVIRONMENT AND EXPERIENCE

How would you characterize UCLA, based on your experience in the UCLA environment? In informal discussions with groups of upperclassmen in various major fields, and in various campus residences, we've heard a lot of individual answers to this question. Now, in this questionnaire, we hope to find out more systematically how much agreement there is about various features of the UCLA environment and whether students' perceptions differ by major fields, by campus or off-campus residence, and by other aspects of their experience in the environment. Why are we doing this? When high school students and their parents are considering college choice, one of their underlying concerns, whether they are considering UCLA or some other college, is the question, "What's it really like there?" One way to answer this question is to ask the students who are here - and that's what this questionnaire is all about. Your help will be very much appreciated.

Classification items: (Check the appropriate answer to each question.)

1. How long have you been a student here?

___ first year
___ second year
___ third year
___ fourth year

2. Did you start college here?

___ started here
___ transferred here from another college

3. Where do you live?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

4. Where did you live your first year here?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

5. In which of the following fields is your undergraduate major?

___ Engineering
___ Fine Arts
___ Pre-professional (health fields)
___ Humanities
___ Life Sciences
___ Physical Sciences
___ Social Sciences
___ Other: What? _____

6. How long have you been in your major field?

___ just starting
___ one year
___ two years
___ three or more years

7. Sex?

___ male
___ female

8. Ethnic group?

___ majority
___ minority

UCLA Laboratory for Research
on Higher Education

Exhibit 5

(Preliminary Environment Questionnaire, form 2)

THE UCLA ENVIRONMENT AND EXPERIENCE

How would you characterize UCLA, based on your experience in the UCLA environment? In informal discussions with groups of upperclassmen in various major fields, and in various campus residences, we've heard a lot of individual answers to this question. Now, in this questionnaire, we hope to find out more systematically how much agreement there is about various features of the UCLA environment and whether students' perceptions differ by major fields, by campus or off-campus residence, and by other aspects of their experience in the environment. Why are we doing this? When high school students and their parents are considering college choice, one of their underlying concerns, whether they are considering UCLA or some other college, is the question, "What's it really like there?" One way to answer this question is to ask the students who are here - and that's what this questionnaire is all about. Your help will be very much appreciated.

Classification items: (Check the appropriate answer to each question.)

1. How long have you been a student here?

___ first year
___ second year
___ third year
___ fourth year

2. Did you start college here?

___ started here
___ transferred here from another college

3. Where do you live?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

4. Where did you live your first year here?

___ dormitory, fraternity or sorority house
___ room or apartment near the campus
___ at home
___ other

5. In which of the following fields is your undergraduate major?

___ Engineering
___ Fine Arts
___ Pre-professional (health fields)
___ Humanities
___ Life Sciences
___ Physical Sciences
___ Social Sciences
___ Other: What? _____

6. How long have you been in your major field?

___ just starting
___ one year
___ two years
___ three or more years

7. Sex?

___ male
___ female

8. Ethnic group?

___ majority
___ minority

PART I: In responding to this first group of statements, think about your major field. The statements refer to courses, professors, other students, atmosphere, emphasis, expectations, etc. which may or may not be characteristic of the people and program in your major field. If you agree that the statement says something that is generally true or characteristic or typical about people, programs, conditions, etc. in your major field, write the letter A (A=Agree) in the appropriate space to the left of the statement. Write D (D=Disagree) if you disagree with the statement. Or write ? (?=don't know, not sure, can't really say).

Write in
A, D, or ?

___ 1. Most students are pretty dissatisfied if they make less than a B grade.

___ 2. You can't just go to class and do the assignments; you have to put in more effort than that if you want to get anything out of it.

___ 3. Most courses are abstract and theoretical rather than practical or applied.

___ 4. The professors expect you to think, not just to memorize answers.

___ 5. It's really rigorous and demanding here.

___ 6. Faculty members encourage students to work on research projects.

___ 7. Most of the professors are actively engaged in research and writing.

___ 8. Faculty encourage students to be creative and think about new ways to do things.

___ 9. There are good labs and studios where students can work on individual projects.

___ 10. Professors are often colorful and vivid in presenting their knowledge and viewpoints.

___ 11. Many students go to the concerts and other cultural events that come to the campus.

___ 12. Faculty offices are attractively decorated with paintings, fabrics, plants, etc.

___ 13. The architecture and surrounding landscaping are very pleasant.

___ 14. Quite a few students are interested in crafts such as weaving, jewelry making, ceramics, etc.

___ 15. Open-mindedness about new knowledge and ideas is strongly stressed.

___ 16. Faculty members seem to enjoy disagreeing with their colleagues about new theories and concepts in their field.

___ 17. Students are expected to question traditional values and assumptions.

___ 18. Many students develop a strong sense of responsibility about their role in contemporary social and political affairs.

___ 19. A controversial speaker always stimulates a lot of student discussion.

___ 20. Students sometimes get pretty involved in discussion and introspection about personal experiences, meaning, and goals in life.

___ 21. Students generally feel that there is not much anyone can do to improve society.

___ 22. Most students think of their experience here as a stepping-stone to a career.

___ 23. Most students realize that a strong academic background is important in a career as well as for personal development.

___ 24. Students are encouraged to use the services of the job placement office.

___ 25. From their own personal experience some of the faculty members are very familiar with business, industry, government, or other work outside of academic life.

___ 26. Professors are helpful and interested in talking with students about vocational and career opportunities.

___ 27. Most courses don't provide you with what you need to get a job.

___ 28. Few courses give students an opportunity to learn vocationally useful skills.

PART II: This second group of statements refer to activities and relationships among students, between students and faculty, and between students and administrators or other officials. Your reference for answering these statements is not your major field, it is all of your experience at the university. In responding to these statements, think of all the students you know best, all the student activities you and your friends are familiar with, all the faculty members you've had, and all your contacts with administrative offices. As in Part I, write A, D, or ? in the space to the left of each statement to indicate whether you agree, disagree, or don't know that the statement says something that is generally true, or characteristic, or typical in your experience or observation at UCLA.

The first set of statements refer to student activities and relationships.

Write in
A, D, or ?

___ 29. There are so many activities and events here that students can always find interesting things to do.

___ 30. It's hard to meet people in class.

___ 31. Upperclassmen try to help new students adjust to campus life.

___ 32. Student activities and social life are highly competitive.

___ 33. It's easy to find a congenial group of students to go with to the movies, campus concerts, athletic events, etc.

___ 34. Students are generally apathetic about getting into extra-curricular activities.

___ 35. Most students just associate with a small group of students within their own department or major program.

Which of the following best describes the main origin and base of your student friendships and student activities? (Check one)

___ students in my fraternity, sorority, or dormitory
___ students in my major field
___ students in various extra-curricular activities or other programs - such as athletics, student government, special interest groups, etc.
___ some other base(s): mainly _____

_____

The next set of statements refer to student-faculty relationships.

Write in
A, D, or ?

___ 36. Faculty members are concerned that students are learning the material and go out of their way to help them.
___ 37. Students often feel intimidated by faculty.

___ 38. Most faculty members expect to be addressed as "doctor" or "professor".

___ 39. Students who are having difficulty in a course are encouraged to talk with the professor about it.
___ 40. Most faculty members try to stimulate student interest and enthusiasm in their courses.
___ 41. Students almost always wait to be called on before speaking in class.

___ 42. If you want to talk with faculty members you have to take the initiative.

When you answered these statements what did you mainly have in mind? (Check one)

___ faculty in my major field
___ all the faculty members I've had
___ all the ones I know plus what I've heard from other students

The next set of statements refer to relationships between students and various administrative personnel or offices.

Write in
A, D, or ?

___ 43. Offices that deal with rules and regulations are typically impersonal and bureaucratic.
___ 44. If people in an office can't answer your questions, they usually try to help you find the answers.
___ 45. Students are encouraged to talk with administrators about policies and procedures.
___ 46. The rules here are made to be followed; and it's very difficult to get approval for an exception or special petition.
___ 47. People who work in the library make you feel that you're welcome and that they are pleased to help you.
___ 48. Most offices seem to be pretty well organized and efficient.

___ 49. Most students try to avoid having any contact with administrators and other officials.

When you answered these statements, roughly on how much personal experience were your answers based? (Check one)

___ many contacts
___ occasional contacts
___ general reputation, but little direct experience

PART III: This final set of statements refer to overall impressions about UCLA as a whole. Some of the statements refer to features, facilities, events, emphases, etc.; others refer to students' reactions to those features, emphases, etc. As you read each statement, ask yourself these questions: Do you think the statement is reasonably fair, generally true or descriptive about UCLA? Is it generally characteristic of this place? As in Parts I and II, write A, D, or ? in the space to the left of each statement to indicate whether you generally Agree, Disagree, or don't know.

Write in
A, D, or ?

___ 50. The campus setting and its landscaping and architecture are attractive and distinctive.
___ 51. Most students genuinely appreciate the esthetic quality of the campus.

___ 52. A lot of distinguished public figures come to the campus for special events - lectures, forums, etc.
___ 53. Many students find this a stimulating part of their college experience.

___ 54. There are a great many concerts and cultural events on the campus - music, films, drama, dance, art exhibits, etc.
___ 55. For most students this is an important and satisfying part of the UCLA environment.

___ 56. Most of the academic programs are really strong.

___ 57. Students realize that they get, or can get, a very solid education here.

___ 58. UCLA has a major reputation for and commitment to research.

___ 59. For many administrators and faculty members research has a higher priority than undergraduate student life.
___ 60. Despite UCLA's emphasis on research, there are many faculty members who have a genuine interest in undergraduate teaching.

___ 61. UCLA provides many services for students - student health services, study skills center, counseling center, the placement and housing services, etc.
___ 62. For many students these services are a real benefit.

___ 63. UCLA has many facilities related to student activities and campus life - athletic facilities, the recreation center, eating places and patios, bookstore, student union and meeting rooms, etc.
___ 64. A lot of students use and really appreciate these facilities.

___ 65. The university's athletic program is extensive and prominent.

___ 66. For many students, athletic events add interest and pleasure to their college experience.

___ 67. The university prides itself on its excellent library facilities.

___ 68. Most students realize and appreciate the quality of UCLA's library resources.

___ 69. UCLA is big, bureaucratic, impersonal, and generally indifferent about students' growth and development.

___ 70. Despite its size UCLA has many friendly features and opportunities for students' personal growth, development, and special interests.

___ 71. UCLA has a lot to offer but if students expect to benefit from it they have to take the initiative.

EXHIBIT 6

UCLA Laboratory for
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THE UNIVERSITY ENVIRONMENT AND EXPERIENCE

How would you characterize this university, based on your experience here? The purpose of this questionnaire is to find out how much agreement there is about various features of the university environment and whether students' perceptions differ by major fields, by campus or off-campus residence, and by other aspects of their experience in the environment. The question is "What's it really like here?" One way to answer this question is to ask the students who are here -- and that's what this questionnaire is all about. Your help will be very much appreciated.

Classification items: (Check the appropriate answer to each question.)

1. What is your year in school?

_____ freshman
_____ sophomore
_____ junior
_____ senior

2. How long have you been a student here?

_____ first year
_____ second year
_____ third year
_____ fourth year

3. Did you start college here?

_____ started here
_____ transferred here from another college

4. Where do you live?

_____ dormitory, fraternity or sorority house
_____ room or apartment near the campus
_____ at home
_____ other

5. Where did you live your first year here?

_____ dormitory, fraternity or sorority house
_____ room or apartment near the campus
_____ at home
_____ other

6. In which of the following fields is your undergraduate major?

_____ Engineering
_____ Fine Arts
_____ Pre-professional (health fields)
_____ Humanities
_____ Life Sciences
_____ Physical Sciences
_____ Social Sciences
_____ Other: What? _____

7. How long have you been in your major field?

_____ just starting
_____ one year
_____ two years
_____ three or more years

8. Sex?

_____ male
_____ female

9. Ethnic group?

_____ majority
_____ minority

PART I: In responding to this first group of statements, <u>think about your major field</u>. The statements refer to courses, professors, other students, atmosphere, emphasis, expectations, etc., which may or may not be characteristic of the people and programs in your major field. Check (X) the space to the left of each statement under the letter A (A=Agree) if you agree that the statement says something that is generally true or characteristic or typical about people, programs, conditions, etc., **in your major field**. Check (X) D (D=Disagree) if you disagree with the statement. Or check (X) ? (?=don't know, not sure, can't really say).

A	?	D		
____	____	____	1.	Most courses in this field require a lot of study and preparation out of class.
____	____	____	2.	The professors here expect you to think not just to memorize answers.
____	____	____	3.	Most courses in this field are abstract and theoretical rather than practical or applied.
____	____	____	4.	Many courses are a real intellectual challenge.
____	____	____	5.	Research methods are emphasized in many courses.
____	____	____	6.	There is intense academic pressure here.
____	____	____	7.	There is a strong emphasis on preparing students for more advanced work in graduate or professional school.
____	____	____	8.	You can't just go to class and do the assignments; you have to put in more effort than that if you want to get anything out of it.
____	____	____	9.	Most students in this field are so oriented to getting high grades that they are surprised when they don't get an A.
____	____	____	10.	Students in this field have few opportunities to develop creative and expressive skills.
____	____	____	11.	Professor are often colorful and vivid in presenting their knowledge and viewpoints.
____	____	____	12.	Many students in this field go to the concerts and other cultural events that come to the campus.
____	____	____	13.	Some of the faculty offices are attractively decorated with paintings, fabrics, plants, etc.
____	____	____	14.	Some of the faculty members really encourage students to be imaginative and creative.

(continued)

A	?	D		
___	___	___	15.	Students here often talk about movies, music, theater, etc.
___	___	___	16.	There's a nice esthetic feeling about going to and from classes here.
___	___	___	17.	Quite a few students are interested in contemporary painting, sculpture, architecture, etc.
___	___	___	18.	Although faculty members in this field may be creative and imaginative, students are expected to be precise, factual, and literal.
___	___	___	19.	Open-mindedness about new knowledge and ideas is strongly stressed.
___	___	___	20.	A controversial speaker always stimulates a lot of student discussion.
___	___	___	21.	Many students develop a strong sense of responsibility about their role in contemporary social and political affairs.
___	___	___	22.	There are good opportunities here to know and appreciate different kinds of people and different cultures.
___	___	___	23.	A lot of students go to hear prominent speakers who are active in politics, government, or foreign affairs.
___	___	___	24.	Many students are genuinely concerned about major social problems such as civil rights, justice, energy and environmental quality.
___	___	___	25.	Students are expected to question traditional values and assumptions.
___	___	___	26.	Students sometimes get pretty involved in discussions about values, morality, and ethics.
___	___	___	27.	Students generally hope they can contribute to improving the quality of life – for others as well as for themselves.
___	___	___	28.	Most students want to get a degree because of its economic value.
___	___	___	29.	Most students realize that a strong academic background is important in a career as well as for personal development.
___	___	___	30.	Students are encouraged to use the services of the job placement office.
___	___	___	31.	From their own personal experience some of the faculty members are very familiar with business, industry, government, or other work outside of academic life.
___	___	___	32.	In most courses little attention is paid to the practical use of knowledge or theories.
___	___	___	33.	To be prepared for a job you really need to go on to graduate or professional school.
___	___	___	34.	Good vocational guidance and advice is available to students.
___	___	___	35.	There is a lack of touch between faculty and the real world of work.
___	___	___	36.	Professors are helpful and interested in talking with students about vocational and career opportunities.

PART II: This second group of statements refer to activities and relationships among students, between students and faculty, and between students and administrators or other officials. Your reference for answering these statements is not your major field, it is **all of your experience at the University**. In responding to these statements, think of all the students you know best, all the student activities you and your friends are familiar with, all the faculty members you've had, and all your contacts with administrative offices. As in Part I, put a check (X) in the appropriate space to the left of each statement to indicate whether you agree (A=Agree), disagree (D=Disagree), or ? (?=don't know) that the statement says something that is generally true, or characteristic, or typical in your experience or observation at the university.

The first set of statements refer to student activities and relationships.

A	?	D		
___	___	___	37.	There are so many activities and events here that students can always find interesting things to do.
___	___	___	38.	It's hard to meet people in class.
___	___	___	39.	Upperclassmen try to help new students adjust to campus life.
___	___	___	40.	Student activities and social life are highly competitive.
___	___	___	41.	It's easy to find a congenial group of students to go with to the movies, campus concerts, athletic events, etc.
___	___	___	42.	There are many opportunities for students to get together in extra-curricular activities.
___	___	___	43.	Students are generally apathetic about getting into extra-curricular activites.
___	___	___	44.	Students often help each other study and review for tests.
___	___	___	45.	Students develop friendships with many people outside their major field.

Which of the following best describes the main origin and base of your student friendships and student activities? (Check one)

___ students in my fraternity, sorority, or dormitory

___ students in my major field

___ students in various extra-curricular activities or other programs – such as athletics, student government, special interest groups, etc.

___ some other base(s): mainly _____

(continued)

The next set of statements refer to student-faculty relationships.

A	?	D		
___	___	___	46.	Faculty members are concerned that students are learning the material and go out of their way to help them.
___	___	___	47.	Students often see and talk with the professors outside of class.
___	___	___	48.	Most faculty members try to stimulate student interest and enthusiasm in their courses.
___	___	___	49.	Faculty members usually call students by their first names.
___	___	___	50.	Students who are having difficulty in a course are encouraged to talk with the professor about it.
___	___	___	51.	Faculty members encourage class discussions with lots of student participation.
___	___	___	52.	If students make the effort faculty are accessible.
___	___	___	53.	Faculty are usually very helpful if you go to see them.
___	___	___	54.	Students often feel intimidated by some of the faculty members.

When you answered these statements what did you mainly have in mind? (Check one)

___ faculty in my major field

___ all the faculty members I've had

___ all the ones I know plus what I've heard from other students

The next set of statements refer to relationships between students and various administrative personnel or offices.

A	?	D		
___	___	___	55.	Offices that deal with rules and regulations are typically impersonal and bureaucratic.
___	___	___	56.	Offices that deal with student advising are generally friendly and helpful.
___	___	___	57.	In a lot of offices it's really difficult for students to get information they need.
___	___	___	58.	If people in an office can't answer your questions, they usually try to help you find the answers.
___	___	___	59.	The rules here are made to be followed; and it's very difficult to get approval for an exception or special petition.
___	___	___	60.	Most administrators are willing to interpret regulations in a way that is helpful to individual or unusual cases.
___	___	___	61.	Offices that deal with student services— such as health, counseling, etc. — are really personal and helpful.
___	___	___	62.	Most offices seem to be pretty well organized and efficient.
___	___	___	63.	The clerks and assistants around here make you feel that they don't have time to bother with you.

When you answered these statements, roughly on how much personal experience were your answers based? (Check one)

___ many contacts

___ occasional contacts

___ general reputation, but little direct experience

PART III: This final set of statements refer to overall impressions about the university as a whole. Some of the statements refer to features, facilities, events, emphases, etc.; others refer to students' reactions to those features, emphases, etc. As you read each statement, ask yourself these questions: Do you think the statement is reasonably fair, generally true or descriptive? Is it generally characteristic of this place? As in Parts I and II, check (X) the space under A, D, or ? to the left of each statement to indicate whether you generally Agree, Disagree or don't know.

A	?	D		
___	___	___	64.	The campus setting and its landscaping and architecture are attractive and distinctive.
___	___	___	65.	Most students genuinely appreciate the esthetic quality of the campus.
___	___	___	66.	A lot of distinguished public figures come to the campus for special events— lectures, forums, etc.
___	___	___	67.	Many students find this a stimulating part of their college experience.
___	___	___	68.	There are a great many concerts and cultural events on the campus — music, films, drama, dance, art exhibits, etc.
___	___	___	69.	For most students this is an important and satisfying part of the university environment.
___	___	___	70.	Most of the academic programs are really strong.
___	___	___	71.	Students realize that they get, or can get, a very solid education here.
___	___	___	72.	The university has a major reputation for and commitment to research.
___	___	___	73.	There are many faculty members who have a genuine interest in undergraduate teaching.

(continued)

A	?	D		
___	___	___	74.	For the most part, faculty members show little concern or interest beyond academic matters in students as individuals.
___	___	___	75.	The university provides many services for students – student health services, study skills center, counseling center, the placement and housing services, etc.
___	___	___	76.	For many students these services are a real benefit.
___	___	___	77.	The university has many facilities related to student activities and campus life – athletic facilities, the recreation center, eating places and patios, bookstore, student union and meeting rooms, etc.
___	___	___	78.	A lot of students use and really appreciate these facilities.
___	___	___	79.	The university's athletic program is extensive and prominent.
___	___	___	80.	For many students, athletic events add interest and pleasure to their college experience.
___	___	___	81.	The university has excellent library facilities.
___	___	___	82.	Most students realize and appreciate the quality of the library resources.
___	___	___	83.	The general atmosphere of the university is impersonal, cold, and bureaucratic.
___	___	___	84.	There are many friendly features about the campus, and opportunities for students' personal growth, development, and special interests.
___	___	___	85.	If students expect to benefit from what the university has to offer they have to take the initiative.

Exhibit 7

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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OFFICE OF THE ASSOCIATE VICE CHANCELLOR
UNDERGRADUATE AFFAIRS
LOS ANGELES, CALIFORNIA 90024

May, 1976

Dear

This letter and the enclosed questionnaire is being sent to a cross section of about 600 juniors and seniors who have been in attendance at UCLA for at least a year or more as upperclassmen. The purpose is to draw a portrait of the campus environment, based on the perspectives and experiences of different groups of students - students from different major fields, students who live in campus residences vs students who commute, men vs women, etc. What is seen as characteristic of programs, people, and conditions in the biological sciences, for example, may be quite different from what is characteristic of Fine Arts, or Engineering, or other major fields. So too, the UCLA environment and experience may be seen differently by residents or commuters. The portrait we draw from your responses will reflect these shadings as well as whatever features emerge as dominant aspects of UCLA.

Why are we doing this? And what are we going to do with the results? UCLA is one of about a dozen colleges and universities which was invited to participate in a national project on the general theme of "better information for student choice". Our particular activity at UCLA will result in a pamphlet or brochure, addressed to high school students, their parents, and to high school guidance counselors, describing what UCLA upperclassmen say about the UCLA environment and experience. As young people and their parents consider the question of where to go to college there are many things that may be helpful to them beyond what is typically included in a college catalogue. Underlying some of their concerns seems to be a rather general question that is rarely answered systematically - "what's it really like there?" So, that's the question we are asking you, based on your own experience in and perceptions of the UCLA environment. Your answers will of course provide useful insight about UCLA to those of us who work here as well as enabling us to convey something of its atmosphere to prospective students.

There's a stamped and addressed return envelope for your convenience. Note also that the questionnaire is anonymous. We don't ask you to write your name. You realize, nevertheless, that in any random sample survey one needs to get returns from as many people as possible whose names are included in the sample. Some people forget, postpone, or for other reasons neglect to respond. That's a risk we take when surveys are anonymous; but we hope it's not too big a risk and that you will indeed return your questionnaire.

We think you will find it interesting to check your agreement or disagreement with the various statements in the questionnaire, reflecting on your own experience here as you do so. In any case, we shall be most appreciative of your participation in this inquiry.

Sincerely,

C. Robert Pace
Laboratory for Research
on Higher Education

John C. Ries
Associate Vice-Chancellor -
Undergraduate Affairs

Exhibit 8

You'll remember that the questionnaire we sent you about the UCLA Environment was anonymous; so we don't know who has or hasn't returned it. To those of you who have returned the questionnaire, this postcard is a sincere thank you note. If you haven't yet done so, let's just say that we would very much appreciate your response; and if you have misplaced it we will happily send you another one if you will let us know - call 825-8331, ask for Sally Anderson or Nancy Mattice, or stop in at 320 Moore Hall.

Professor Pace and
Associate Vice-Chancellor Ries

Exhibit 9

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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LABORATORY FOR RESEARCH ON HIGHER EDUCATION
Graduate School of Education
Los Angeles, California 90024

July 27, 1976

TO: General administrative officers - Young, Gerberding, Miller, Atkinson, Wilson, Ries, Doby, Lara, Anderson, Chin, Harris, Kissler
Deans - Burke, Speroni, O'Neill
Faculty - Hobbs, Nevius, Orbach
Students - McCormack and others

FROM: C. Robert Pace

During the past year I've had a small grant from the Fund for the Improvement of Postsecondary Education (Department of Health, Education and Welfare) to prepare a pamphlet intended for high school students, and addressed to the following questions: Who goes to UCLA? What do students who have been there for several years say about their experience in the UCLA environment? The project is part of a larger national enterprise on the general theme of "Better Information for Student Choice". When the project was initially proposed by UCLA we agreed locally that the pamphlet about UCLA would be distributed by the Office of Relations with Schools. I have enclosed a draft copy of the proposed pamphlet.

Before going any further I need to know what you think about it. As you read it you will understand why this is both necessary and urgent. My sources of information for writing the pamphlet should be apparent in the draft of the manuscript. What I say is mainly limited to those sources. Within that limitation, the information should be reported within a fair, sensible, and responsible perspective and in a manner that will be helpful, understandable, and interesting to high school students, their parents, and school counselors.

So, please read it and give me your reactions - especially any suggestions, cautions and reservations, modifications of language, clarifications, corrections, etc. you think are prudent and needed.

Call me (58331) or send your comments to me (320 Moore Hall) as soon as you can so that I can decide what to do next. I would like to have a revised final copy for Printing and Production in about two weeks from now, so that the pamphlet can be distributed to some of the high schools early in September.

Incidentally, there is much more information from my survey than is reported here. At some later time, I hope it will be possible to write a fuller report of the results and in a style intended for our own faculty and administration.

Meanwhile, many thanks for your anticipated advice and comments on the enclosed draft. If you think of other people who ought to read it, let me know.

80 CRP

Exhibit 10

Reactions to First Draft of Pamphlet

Associate Dean, College of Letters and Science	Thought it was very good. Made a few editorial suggestions.
Associate Director, Planning Office	Liked it. Enjoyed reading it. Is it too long? Thought family income data was very good. Suggested an index or topical sequencing.
Dean, College of Fine Arts	Very good. Well written. Should be helpful. Suggested two slight changes in language--on religious affiliation and on location of Fine Arts and Humanities. One of his colleagues in the Dean's office also read it and concurred.
Vice Chancellor, Academic Affairs	Thought it was very good. Suggested one revision regarding admissions policy.
Dean, College of Letters and Science	I liked the content and style of your draft pamphlet, and I believe its distribution to high school students is an excellent idea.
Administrative Associate, College of Letters and Science	The style is friendly, easy, unpretentious, conversational. It describes UCLA in a humane, realistic and natural way. Professor Pace is not pompous or intellectual in his presentation. This serves to dilute the sometimes frightening mystique of UCLA to a prospective student. Useful and interesting information. For the most part the goals of the pamphlet were achieved. Various editorial suggestions were offered. Other suggestions were to 1) separate the sometimes very long answers into several paragraphs wherever possible, 2) tighten up the information a bit to avoid a rambling impression, and 3) mention some of the various and valuable counseling services offered by UCLA.
Associate Dean, College of Letters and Science	Said he thought it was very good. Suggested a few editorial revisions. Put a "?" in margin at one point referring to physical sciences majors.
Dean of Students	I think this is well done, accurate, and highly readable. Now, if the high school students could only read! Congratulations.
Staff, Dean of Students Office	Source of data may be better in back, not in copy itself. Difficult to gather impression of what it's like to be in a major--maybe create separate sections by major field. Pages 27-28 super stuff, but it's at the end! Feel this is what most students want to know. Maybe put at beginning. A summary would be nice.

Vice Chancellor, Student Affairs	Made a few editorial suggestions. Wrote a few comments in the margins. Suggest table of contents, possibly subtitles for types of questions. Suggest referrals to other sources of information.
Registrar	Said he liked it, thought it was very good, and that it may be too long.
Assistant Vice Chancellor, Undergraduate Programs	Reviewed by several members of his staff. Marginal comments noted on draft copy. General comments were that 1) high school students might find the wording a bit condescending, 2) an index to the questions would be very useful, 3) too wordy, statistical, weighted down with SES data, 4) a lot of the non-stat information is interesting and unavailable elsewhere, 5) students would probably prefer "not in the catalog" scoop on size of classes to expect, jobs on and off campus, flexibility in program planning, dormitory social programming.
Staff, Office of Relations with Schools	Made specific comments in margins of draft copy. General comments that 1) religious and political questions should go last if they are to be included at all, 2) many of the questions and answers seem very negative in the way they are phrased, 3) the brochure is too long, too wordy.
Director, Office of Relations with Schools	Gist of conversation with director and staff member of the office seemed to be, as I interpreted it, that they did not like the content and form of the pamphlet. They thought that other kinds of information should be presented--such as information about the many UCLA special programs, extra-curricular opportunities, descriptions of many UCLA student services (counseling, study skills, etc.), and other opportunities in campus life and academic programs. [Obviously this would be a totally different sort of publication, no doubt a useful and needed one; and maybe someone who is acquainted with all that kind of information should try to put it together. That, however, is not the purpose for which the University received a grant from the Fund for the Improvement of Postsecondary Education under the Fund's national program of "better information for student choice."]
Executive Officer, Academic Programs	I found the statistics to be very interesting and I felt the document as a whole would be very helpful to high school counselors, Relations with Schools staff, and special recruiters in responding to inquiries and counseling students; however, I felt that it would be much too lengthy and complex for the majority of freshmen applicants. If the questions were numbered and an index provided, some students might seek out certain answers and, in the process, be intrigued

enough to read the rest. He reported that some of his staff assistants shared this general assessment. He also noted comments about certain specific questions and answers, suggesting clarifications, some deletions, and corrections. He thinks the pamphlet should not be used as a recruitment communication to students. [Neither I nor the officers of the Fund for the Improvement of Postsecondary Education regard the projects they have supported as "recruitment" devices. Rather, their grants have been given to encourage the presentation of information that is not usually included in recruitment publications.]

Five UCLA upperclassmen

These comments are from students who serve as counselors in the summer orientation program for new students. One student simply identified in the margins of the manuscript about a dozen or so points regarded as particularly good or important. Another student said "overall, it's not too bad"; he or she also thought that the statistics should be more clearly identified as the result of one specific research work and that they are not absolute; and felt that the material was overloaded with numbers. This student also made marginal notes on various good points, points that might be emphasized more, and possibly misleading statements. A third student thought the tone of the report was condescending, that there were too many statistics, that some of it was too vague, that specific information about various student services should be given; but that, if additional information was included and if the style of writing was revised, it would be a good thing for an incoming student to have. The student, in marginal notes, also indicated portions regarded as good and important, portions regarded as unimportant, etc. The fourth reader said "This paper is a fairly interesting summary of a survey"; but also felt that the tone was condescending, that the question and answer format was restrictive, and that other kinds of information would be helpful--about housing, money, course evaluations, parking, etc., adding "I like the Survival Guide better." Marginal notes identified portions regarded as good, portions regarded as too wordy, not clear, etc. The fifth reader didn't like it at all--thought it was condescending, too statistical, not human or honest enough, totally inappropriate. He or she felt that most students would not be interested in the information given except that about the differences between on and off campus living, and the overall impressions about UCLA at the end of the report. Various marginal comments identified portions especially disliked (tone of writing) and portions regarded as irrelevant.

Four high school students

I was told that these were Black high school students who were on campus this summer for a math program. One of them characterized the pamphlet as very frank, wrote "good", "very informative", etc. in a half-dozen places on the manuscript. At the end, he or she wrote "I thought this pamphlet was unique and informative. It did answer some of my own questions." The second student identified on the manuscript several of the questions and answers he or she thought particularly good, felt that information about political and religious preferences was not important to incoming freshmen, and asked if there was any information that could be given about freshmen drop-out rate. The third high school reader made no marginal notes, but wrote at the end "To a student who has no previous knowledge of UCLA school life I think this would be a great help to them." The fourth high school student wrote at the end as follows,"Although general ideas expressed as knowledge not known by students in this brochure were good, some of the content is not detrimental enough to be considered as important." (!!)

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LABORATORY FOR RESEARCH ON HIGHER EDUCATION
Graduate School of Education
Los Angeles, California 90024

September 27, 1976

Exhibit 12

(Letter to High School Counselors)

Enclosed are the UCLA brochures described to you over the telephone. The publication has been developed as a tentative model and is being distributed to a limited number of high school counselors in the Los Angeles area. Through the pilot distribution we hope to get an evaluation from those who would be its intended users--high school counselors, prospective students and their parents.

After you have read the brochure we would be interested to know your response. Do you think the information will be helpful when you talk to your students about UCLA? Has it provided you with a better understanding of campus life? What comments have students made about the brochure? While we anticipate you will fill in the evaluation postcard inserted in the back of the brochure, we hope you will take a few extra moments to enclose a letter that would be more explicit.

In addition to your response, we have enclosed additional copies for distribution to students who are considering application to UCLA. During the next month we hope you'll be able to distribute them to prospective UCLA students. Each of the brochures has two evaluation postcards. One is to be completed by the student, the second by one of his parents. When passing out the brochure, we hope you would encourage the student to share the material with his parents and for both of them to make use of the postage paid evaluation postcard.

This is a new way of describing UCLA to prospective students and we are looking forward to your reaction to it. We appreciate your assistance in supplying us with candid comments and in the distribution of the brochure.

Cordially,

C. Robert Pace

C. Robert Pace
Professor of Higher Education

CRP:sa

C. Robert Pace
UCLA
November 5, 1976

Exhibit 14

Consumer Response to the Pamphlet
"UCLA: Who Goes? What's it Like?"

During October 1976 approximately 700 copies of the pamphlet were distributed. A total of 600 were sent to the high school counselors in 20 high schools in the first week of October. Another 100 were sent to UCLA's Office of Relations with Schools with the request that they be distributed to interested persons at three different "college nights" during October. In the high schools, the counselor was asked to distribute the pamphlets to students who expressed some interest in UCLA. In both of these distribution channels the person in charge of distribution was asked to tell the high school students that we would like to know what they thought of the pamphlet and would also like to know what their parents thought of it. A postal reply card was inserted in the pamphlet.

We have no exact knowledge of how many pamphlets actually got into the hands of high school students, and we have no way of knowing how many pamphlets got into the hands of parents. Based on letters we have had from four of the high school counselors, our best guess is that nearly all of the pamphlets were handed out to students. Sooner or later, we expect to hear from all the counselors. As to the parents, we might hazard a guess that perhaps one out of three or four students took the pamphlet home to show their parents.

In any case, we have now (as of November 4, 1976) received 119 reply cards--33 from parents, 77 from students, and 9 from counselors. Since there were no real differences in the nature of the replies from

these three groups, we have combined them into a single set for the purpose of reporting the overall consumer response to the pamphlet.

On the postcard there was a list of words. The instructions were to "draw a circle around the words which best indicate your opinion about the content and style of the pamphlet." They could circle as many or as few of the words as they wished. Each positive or favorable word was balanced by an opposite or negative word--for example, interesting vs dull, relevant vs irrelevant, etc.

The following list shows how these responses were distributed. Thus, there were 106 people who circled either "helpful" or "not helpful", and of those, 95% circled the word "helpful" and 5% circled the word "not helpful."

Opinions about the content of the pamphlet

				N
valuable	96%	worthless	4%	69
helpful	95%	not helpful	5%	106
relevant	89%	irrelevant	11%	77
important	87%	unimportant	13%	63

Opinions about the style of the pamphlet

easy to read	99%	difficult to read	1%	99
clear	88%	confusing	12%	83
interesting	87%	dull	13%	89
friendly	84%	impersonal	16%	73

Looking at the percentages it is obvious that nearly everyone expressing an opinion regarded the pamphlet as easy to read (99%), valuable (96%), and helpful (95%). Looking at the number of people who expressed opinions it is obvious that the most commonly expressed opinions were that the pamphlet was helpful (106), easy to read (99), and interesting (89).

Also on the postal reply card there were a series of questions to be answered either yes or no. These questions and the responses were as follows:

	Yes	No	N
Did you show the pamphlet to anyone else?	56%	44%	109
Did you talk about it with anyone else?	64%	36%	108
Did it give you any better idea of what it might be like to be a student at UCLA?	87%	13%	117
Do you think the information will have any bearing on whether a student will or will not apply for admission to UCLA?	76%	24%	113
In deciding where to go to college, do you think it would be helpful to have information of this kind about other colleges?	95%	5%	117

What is most obvious from the above responses is that the pamphlet did give people a better idea of what it might be like to be a student at UCLA and that they wished there could be information of this kind about other colleges.

At the bottom of the postal reply card there was a little space headed by the question "Any other comments?". Of the 77 student reply cards, 24 did include some comment. The following is a complete verbatim list of all such comments from the high school students.

Student Comments

"UCLA tends to scare students off. This information kind of relieves the tension."

"I think that the pamphlet is a great helping hand to scared high school seniors like me. It really gave me a more vivid view on UCLA."

"It was a good thing that the brochure emphasizes the competition and academic pressure of UCLA. This makes the student think twice before applying to UCLA. It was a good brochure and very helpful."

"This pamphlet should be printed into the general catalog in order to get its full benefit. It gives a more complete view of your campus. More pamphlets concerning the major fields may prove to be worthwhile."

"I thought that the material was helpful but felt that it could just about apply to any large and high standard university."

"I liked the percentage breakdowns."

"I would really like to have pamphlets on the other UC campuses. That would be very helpful."

"All around, it's good material. I already knew a lot about UCLA. The information is good, especially all the percentages."

"You could have a few pictures of the campus, activities, students, etc."

"Index could be improved quite a bit."

"It didn't really seem to induce motivation to go to UCLA; however, it seemed very truthful in its answers, both pro and con."

"It sounds more expensive than I expected."

"The constant percentage figures made awkward reading. . . It seemed like the questions on the questionnaire were slanted toward the positive but the percentage figures helped to put things into perspective. I have never planned on attending UCLA."

"I think that there should be more pamphlets like this, about other colleges. Thank you for all the information. It's just the way I thought UCLA would be!"

"The pamphlet not only confirmed many of the ideas I already had about UCLA; it also gave me a good idea of what I can expect of the school and what it will expect of me."

"It's very good. Should be more information."

"Excellent! The pamphlet is very helpful."

"Too many percentages--they become meaningless after a while."

"Too many generalizations as in discussion of arts, etc.--not really comprehensive or detailed enough."

"Add more on no-need scholarships, religious and housing situation and individual visits and tours."

"I encourage more in depth program analysis."

"Not personal enough. Too mechanical--too many stats and numbers."

"It probably was irrelevant to me because I know quite a bit about UCLA and what it's like to be a student there because my sister has been attending UCLA for the last three years."

"If every college had a pamphlet as this, it would relieve some of the tension and problems I've had deciding about my further education."

"Too many percentages--they become meaningless after a while."

"Too many generalizations as in discussion of arts, etc.--not really comprehensive or detailed enough."

"Add more on no-need scholarships, religious and housing situation and individual visits and tours."

"I encourage more in depth program analysis."

"Not personal enough. Too mechanical--too many stats and numbers."

"It probably was irrelevant to me because I know quite a bit about UCLA and what it's like to be a student there because my sister has been attending UCLA for the last three years."

"If every college had a pamphlet as this, it would relieve some of the tension and problems I've had deciding about my further education."

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Exhibit 15

LABORATORY FOR RESEARCH ON HIGHER EDUCATION
Graduate School of Education
Los Angeles, California 90024

November 8, 1976

TO: Charles Young, William Gerberding, Elwin Svenson, Norman Miller, Byron Atkinson, Winston Doby, Juan Lara, and others

FROM: C. Robert Pace

When I put together the pamphlet "UCLA: Who Goes? What's it Like?" my recollection is that some of you were skeptical about what the consumer reactions to it might be. So, we printed a limited number of copies and distributed them as a "trial balloon." The enclosed report tells you what high school students, parents, and others have said about the pamphlet. While we may get a few more postal reply cards in the mail, the response we have received thus far is so clear that a few additional ones will in no way change the overall highly favorable consumer response to the pamphlet.

So far as UCLA is concerned, my involvement in this project is now ended. Externally, as part of the national program on "better information for student choice," my involvement and interest will continue. Over the next few months I expect to distribute copies of the pamphlet to several hundred colleges and universities, to interested persons at various professional association meetings, and, in March, to a national invitational conference on "better information for student choice" to be held in Washington, D.C.

Meanwhile, if you should receive requests, inquiries, etc. about the pamphlet I would appreciate your letting me know so that, when I write the final report on the project for FIPSE, I can include that information in the report. Also, if the UCLA administration should wish to distribute more copies of the pamphlet or to include information of this type in some future publication, I'm sure FIPSE would like to be informed.

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Graduate School of Education
Los Angeles, California 90024

Exhibit 16
(Thank-you letter to high school counselors)

November 4, 1976

This is just a note to say thank you for distributing copies of the pamphlet "UCLA: Who Goes? What's it Like?" to students at your school. We sent copies of the pamphlet to the counselors at twenty high schools. A few of you have written to me saying that you distributed all the copies we gave you and have indicated your own impressions of the material. We would like to hear from all of you, both as to the distribution of the pamphlet and as to your opinion of it. We would also be interested in any comments students may have made to you about it.

There was, as you remember, a postal reply card with the pamphlet inviting readers to check their reactions to it. So far, we have received responses from nearly a hundred readers and they have been almost unanimously favorable. If you have any way of encouraging more responses, please do.

We have some additional copies of the pamphlet and we expect to have more printed soon. Let us know if you would like to have any. Again, thank you for your interest and assistance.

Sincerely,

C. Robert Pace

C. Robert Pace

CRP:sa

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Exhibit 17

November 4, 1976

TO: UC Chancellors
UC Vice Chancellors, Student Affairs
UC Admissions Officers
UC Relations with Schools Officers

FROM: C. Robert Pace

The enclosed pamphlet was recently distributed to several hundred high school students at twenty high schools in the greater Los Angeles area. In the past three weeks we have had postcard replies from many who have read it--students, parents, and counselors--which almost unanimously report that they found it helpful, easy to read, interesting, valuable, etc., and, perhaps most significantly, that they think it would be helpful to have information of this kind about other colleges and universities.

This activity at UCLA was one of a dozen or so similar projects supported by grants from the Fund for the Improvement of Postsecondary Education as part of a larger national interest in "better information for student choice."